

# OHIO UNIVERSITY

# BULLETIN

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# THE UNIVERSITY CALENDAR

1937 - 1938

1937

## SUMMER SESSION

June 14, Mon.	Registration.
June 15, Tues.	Classes begin.
June 19, Sat.	Last date for filing application for graduation in August.
July 5, Mon.	A holiday observed for Independence Day.
Aug. 1, Sun.	Baccalaureate Sunday.
Aug. 6, Fri.	August Commencement.

## POST SUMMER SESSION

July 31, Sat.	Notify registrar of intention to attend Post Summer Session.
Aug. 6, Fri.	Registration.
Aug. 7, Sat.	Registration continues until noon.
Aug. 9, Mon.	Classes begin.
Aug. 28, Sat.	Session closes.

## FIRST SEMESTER

Sept. 13, Mon.	Beginning of Freshman Week.
Sept. 14, Tues.	Registration for freshmen.
Sept. 15, Wed.	Registration for upperclassmen.
Sept. 16, Thurs.	Registration until 12:00 noon. Classes begin at 1:10 P.M.
Sept. 25, Sat.	Last date for filing application for graduation in January.
Nov. 23, Tues.	Thanksgiving recess begins after the close of the last class.
Nov. 29, Mon.	Classes resume.
Dec. 17, Fri.	Christmas recess begins after the close of the last class.

1938

Jan. 3, Mon.	Classes resume.
Jan. 29, Sat.	First semester closes.

## SECOND SEMESTER

Jan. 31, Mon.	Registration for freshmen.
Feb. 1, Tues.	Registration for upperclassmen.
Feb. 2, Wed.	Registration until 12:00 noon. Classes begin at 1:10 P.M.
Feb. 12, Sat.	Last date for filing application for graduation in June.
Mar. 25, Fri.	Spring recess begins after the close of the last class.
Apr. 4, Mon.	Classes resume.
May 30, Mon.	Memorial Day, a holiday.
June 5, Sun.	Baccalaureate Sunday.
June 6, Mon.	June Commencement.



## BOARD OF TRUSTEES

	Term Expires
Robert E. Hamblin, Toledo	Indefinite
Evan J. Jones, Athens	Indefinite
James P. Wood, Athens	Indefinite
Thomas R. Biddle, Athens	Indefinite
Fred W. Crow, Pomeroy	Indefinite
E. C. Eikenberry, Camden	Indefinite
Charles D. Hopkins, Athens	Indefinite
Arthur C. Johnson, Columbus	Indefinite
Thomas J. Davis, Cincinnati	Indefinite
Jacob G. Collicott, Columbus	1937
Fred G. Leete, Ironton	1938
Fred Beckler, Athens	1939
Charles E. Holzer, Gallipolis	1940
Gordon K. Bush, Athens	1941
F. F. Young, Lowell	1942
J. O. McWilliams, Cleveland	1943
E. L. Bowsher, Director of Education	Ex Officio

### OFFICERS OF THE BOARD OF TRUSTEES

Thomas R. Biddle	Chairman
George C. Parks	Secretary and Treasurer

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Auditing—Jones, Bush, McWilliams
Buildings and Grounds—Collicott, Beckler, Holzer
Finance—Hopkins, Davis, Wood, Eikenberry
Library—Wood, Jones, Beckler
Publicity—Johnson, Bush, Leete
Teachers and Salaries—Johnson, Eikenberry, Hamblin
University Conference—Collicott, Crow, Young
The Chairman of the Board of Trustees is chairman of each of the committees.

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Cutler Hall

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West Wing

JOHN REED JOHNSTON, A.B.-----*Dean of Men*  
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FRANK BROWN DILLEY, Ph.D.-----*Registrar, and Chairman of Entrance Board*  
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Edwin Watts Chubb Library

CLARK EMERSON WILLIAMS, A.B.-----*Alumni Secretary and Director of Publicity*  
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SIMEON HUTSINPILLER BING, Ed.D.-----*Director, Extension Division*  
East Wing

OSSIAN CLINTON BIRD, Ed.M.-----*Director, Physical Welfare*  
Men's Gymnasium

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Carnegie Hall

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Cutler Hall

ADOLPH HENRY ARMBRUSTER, M.B.A.-----*Dean, College of Commerce*  
Ewing Hall

ALBERT ALGERNON ATKINSON, M.S.-----*Dean, College of Applied Sciences*  
Super Hall

CLARENCE CRAMER ROBINSON, Mus.M.---*Chairman of the Executive Committee  
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School of Music*  
Music Hall

LAWRENCE CARL MITCHELL, A.M.-----*Director, School of Painting and  
Allied Arts, and member of Executive  
Committee of College of Fine Arts*  
Fine Arts Hall

ROBERT GATES DAWES, Ed.D.-----*Acting Director, School of Dramatic  
Art, and member of Executive Committee  
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Ewing Hall

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Agriculture and Household Arts Building

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Rufus Putnam Hall

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MARY ANTORIETTO, A.B.	<i>Assistant Registrar</i>
EMMA R. BATTIN	<i>Cashier</i>
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LEONA HUGHES, B.S. in Ed.	<i>Secretary to the Director, Extension Division</i>
MARGARET NAOMI LAX	<i>Secretary to the Dean of Women</i>
DORA MOORE, Ph.B.	<i>Cataloguer in Library</i>
ANNA ELIZABETH MUMMA, A.B.	<i>Secretary to the Dean, College of Education</i>
JOHN ALONZO PALMER	<i>Assistant Business Manager</i>
GENEVIEVE PORTERFIELD, Ph.B.	<i>Children's Librarian</i>
HELEN CORNEIL ROUSH	<i>Assistant Registrar</i>
ANNA LOIS SAUM, A.M.	<i>Director of the Service Bureau</i>
MABEL NAEME SWANSON, A.M.	<i>Director of Dining Halls</i>
*KATHARINE ADELE VAN HAMM, B.S.S.	<i>Secretary in the Bureau of Appointments</i>

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EDITH ALICE PRENTICE, A.M.	<i>Howard Hall</i>
WILLANNA RIGGS	<i>Boyd Hall</i>

## INFIRMARY STAFF

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BLAINE RANDOLPH GOLDSBERRY, M.D.	<i>Physician</i>
HELEN MOORE, R.N.	<i>Nurse</i>

\*On leave of absence.

\*COMMITTEES OF THE FACULTY

1936-1937

EXECUTIVE—The deans, the registrar

ADVISORY COUNCIL—Paulsen, Benz, Class, Dunham, Eblin, Gaylord, Grover, Gruchy, Gubitz, Hill, Ingerham, Lash, Mackinnon, Martin, McClure, Noss, Olmstead, Patterson, Roos, Shannon, Spencer, Sponseller, Staats, Starcher, Stehr

GRADUATE COUNCIL—Caskey, Frey, Hansen, Heil, Hellebrandt, Justin, Marquis, Patrick, Taylor, Volwiler, Wilkinson (secretary)

SUMMER SESSION—Hansen, the deans, Robinson, the registrar

LIBRARY—Librarian, the deans

GROUP EXTENSION AND CORRESPONDENCE STUDY—McCracken, Bing, Dilley

SCHOLARSHIPS—Atkinson, Voigt, Johnston

BOOKS AND SUPPLIES—Johnston, Voigt, Parks

CONVOCATIONS—Robinson, Johnston, Voigt, Dawes

INTERCOLLEGIATE ATHLETICS—Wilson, Clippinger (secretary), Houf, Matheny, Wiggin, Bird (advisory)

BUREAU OF APPOINTMENTS—McCracken, Armbruster, Atkinson, Lasher, Phillips

SOCIAL ACTIVITIES—Voigt, Johnston, Noss, Whitehouse, Way, Beckert

CAMPUS AFFAIRS—Social Activities Committee, President of Men's Union, President of Women's League, Editor of *Green and White*, two student members at large

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NATIONAL YOUTH ADMINISTRATION—Devlin, Parks, Voigt, Johnston, Atkinson, Hill, Lasher, Mackinnon, Mitchell, Otis, Saum

DISTINGUISHED VISITORS—Whitehouse, Houf, Robinson, Sias, Volwiler, Wolfe

PUBLIC RELATIONS—Houf, Hatcher, Hoover, Krauskopf, Lasher, Morris, Nessley, Roach, Saum, Staats, Starcher, Thomas, Williams

PUBLICITY—McCracken, Bird, Dilley, Houf, Lasher, Williams

FRESHMAN WEEK—Johnston, Voigt, Dilley, Bird, Porter, Foster

ALUMNI LOAN FUND—Gamertsfelder, Gubitz, Parks

RHODES SCHOLARSHIP—Whitehouse, Atkinson, R. L. Morton

EMERSON POETRY PRIZE CONTEST—Wray, Foster, Heidler

FLOWERS—Hoover, Addicott, Copeland, Matheny, Noss

MUSEUM—Matheny, Dow, Hansen, Mitchell, Morse, Stehr

SERVICE BUREAU POLICIES—Reynolds, R. L. Morton, Patrick, Saum (advisory), Starcher, Wray

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\*The president of the university has membership in each committee.

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CLINTON NICHOLS MACKINNON, A.M., *Professor of English*

GEORGE STARR LASHER, A.M., *Professor of English and Journalism*

ALBERT CARL GUBITZ, A.M., *Professor of Economics*

\*Arranged in order of priority of service within respective ranks, as of March 20, 1937.

\*\*On leave of absence.

\*\*\*Resigned, October, 1986.

AZARIAH BOODY SIAS, Ph.D., *Professor of School Administration*  
JOHN AMBROSE HESS, Ph.D., *Professor of German*  
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FREDERICK H. KRECKER, Ph.D., *Professor of Zoology*  
VELMA PHILLIPS, Ph.D., *Professor of Home Economics*  
EINAR AUGUST HANSEN, Ph.D., *Professor of Elementary Education*  
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HARVEY C. LEHMAN, Ph.D., *Professor of Psychology*  
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HARRY EDWARD BENZ, Ph.D., *Professor of Education*  
JOHN HOMER CASKEY, Ph.D., *Professor of English*  
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EDWARD CHRISTIAN CLASS, Ph.D., *Professor of Education*  
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EDWIN HENRY GAYLORD, M.S.E., Associate Professor of Civil Engineering

\*On leave of absence first semester, 1936-1937.

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LEWIS AMEDEUS ONDIS, Ph.D., *Associate Professor of Romance Philology*  
EDWARD AUGUST TAYLOR, Ph.D., *Associate Professor of Sociology*  
CLARENCE LORENZO DOW, Ph.D., *Associate Professor of Geography and Geology*  
FREDERICK PEARSON, Captain, Infantry, U.S.A., *Associate Professor of Military Science and Tactics*

\*DOW SIEGEL GRONES, B.S. in Ed., *Assistant Professor of Industrial Arts*  
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HELEN HEDDEN ROACH, A.B., *Assistant Professor of Voice*

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\*On leave of absence.

\*RUTH ALEXANDER, A.M., *Assistant Professor of Physical Welfare*  
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ROYAL HENDERSON RAY, A.M., *Instructor in Journalism*  
\*\*EUGEN HARTMUTH MUELLER, A.M., *Instructor in German*  
\*\*BERTRAM A. RENKENBERGER, A.M., *Instructor in Spanish*  
JOHN ELZA EDWARDS, A.M., *Instructor in Electrical Engineering and Physics*  
PHILIP LAWRENCE PETERSON, Mus.Ed.B., *Instructor in Voice and History of Music*  
LURANA BETTY MORRIS, A.M., *Instructor in Art*  
CARRIE ELIZABETH SPENCER, A.M., *Instructor in Physical Welfare*  
BERNARD EMERSON HUGHES, A.M., *Instructor in Physical Welfare*  
JEANNETTE BROWN, A.M., *Instructor in School Music*  
JOSEPH EUGENE THACKREY, A.M., *Instructor in School Music*

\*Resigned October, 1936.

\*\*On leave of absence.

ALLAN GARFIELD GRUCHY, Ph.D., *Instructor in Finance*  
KARL H. KRAUSKOFF, Ph.D., *Instructor in Advertising*  
ROGER ENOCH BENNETT, Ph.D., *Instructor in English*  
LAWRENCE POWELL EBLIN, Ph.D., *Instructor in Chemistry*  
JAMES ALBERT MILLER, Ph.D., *Instructor in Zoology*  
CARL TUSSING NESSLEY, Ed.M., *Instructor in Physical Welfare*  
LAMAR JOSEPH OTIS, B.S. in B.A., C.P.A., *Instructor in Accounting*  
MARY EUNICE SNYDER, A.M., *Instructor in Home Economics*  
ALMA BROWN, A.M., *Instructor in Physical Welfare*  
LILLIAN ISABEL COLLEY, A.B., *Instructor in Latin*  
WILLIAM OLIVER MARTIN, Ph.D., *Instructor in Philosophy*  
GERALD OSCAR DYKSTRA, LL.B., M.B.A., *Instructor in Business Law*  
CARL DENBOW, M.S., *Instructor in Mathematics*  
GRACE MACGREGOR MORLEY, A.M., *Instructor in School Music*  
MARY ELIZABETH ELLIS, Mus.M., *Instructor in Violin*  
EDITH ALICE PRENTICE, A.M., *Instructor in English*  
FLORENCE KATHERINE SCHUMACHER, B.S. in Ed., *Instructor in Secretarial Studies*  
JOHN PIKE EMERY, Ph.D., *Instructor in English*  
LILA MARGARET MILLER, A.M., *Instructor in Secretarial Studies*  
DONALD ROBERTS, Ph.D., *Instructor in English*  
WILLIAM HENRY KIRCHNER, JR., A.M., *Instructor in English*  
GERTRUDE YESELSON, B.S. in Ed., *Instructor in Physical Welfare*  
HUGH HAMLIN DAVIS, A.M., *Instructor in Latin*  
LUVERNE FREDERICK LAUSCHE, B.S., *Instructor in Steam Engineering and Assistant in the Power Plant*

THOMAS MCKINLEY WOLFE, M.B.A., *Lecturer in Commerce*

ROLLA VERGIL COOK, Ph.D., *Visiting Lecturer in Electrical Engineering and Physics*  
PAUL GERHARDT KRAUSS, Ph.D., *Visiting Instructor in German*  
MELVIN EHRMAN VALK, Ph.D., *Visiting Instructor in German*  
ARTHUR J. BRONSTEIN, A.M., *Visiting Instructor in Dramatic Art and Speech*  
MALCOLM BANCROFT JONES, Ph.D., *Visiting Instructor in Romance Languages*  
LEONARD B. VOORHEES, A.M., *Visiting Instructor in Industrial Arts*

JULIA LUELLA CABLE, A.M., *Assistant in Psychology*

CARL GEORGE FRISCHE, B.S. in Agr., *Assistant in School of Music*

GEORGE WALLACE, Sergeant, Infantry, U.S.A., *Assistant Instructor of Military Science and Tactics*

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PETER FRANCIS GOOD, A.B. in Com., *Coordinator in Printing*

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LESLIE DEWEY BEADLE, Ed.B. in Agr., *Fellow in Biology*

PAUL JOSEPH DESIO, A.B., *Fellow in Romance Languages*

MARGARET MARTHA FLORY, A.B., *Fellow in Dramatic Art and Speech*

ROBERT LYNN HUTCHISON, A.B., *Fellow in Zoology*

BENTON EMRICH JONES, A.B., *Fellow in English*

JOHN WILLIAM KAISER, B.S. in Ed., *Fellow in Mathematics*

RUBIN KATZ, B.S. in E.E., *Fellow in Physics*

MARTIN CHRISTOPHER LONDERGAN, B.S. in Chem., *Fellow in Chemistry*

MARCELLA LONG, B.S. in Ed., *Fellow in Education*

GLADYS LILLIAN RHODES, B.S. in Ed., *Fellow in Education*

REBECCA DOROTHY RUGGLES, A.B., *Fellow in English*

MARGARET SCHRAMM, A.B., *Fellow in Zoology*

MARJORIE JEAN WASON, B.S. in Biol., *Fellow in Zoology*

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HELENE ROSE COLESIE, A.B., *Graduate Student Dean*

LYDIA ESTHER COLLICOTT, A.B., *Graduate Student Dean*

BARBARA MENGES, A.B., *Graduate Student Dean*

IRENE ELIZABETH SMITH, B.S., *Graduate Student Dean*

FLORENCE MARGUERITE THOMPSON, B.S., *Graduate Student Dean*

RUTH ELIZABETH KNOCH, B.S. in Ed., *Graduate Student Dietitian*  
MARTHA MILLICENT PAXTON, B.S. in Ed., *Graduate Student Dietitian*  
LILLIAN MARIE WILLIAMSON, B.S. in Ed., *Graduate Student Dietitian*

## TRAINING SCHOOLS

AZARIAH BOODY SIAS, Ph.D., *Director of Teacher Training*

## RUFUS PUTNAM SCHOOL

EINAR AUGUST HANSEN, Ph.D., *Director of Rufus Putnam School*  
MARIE ACOMB QUICK, A.M., *Supervising Critic, Kindergarten*  
JANET PURSER WILSON, A.M., *Supervising Critic, Kindergarten*  
MABEL BERYL OLSON, A.M., *Supervising Critic, First Grade*  
HELEN MARIE EVANS, A.M., *Supervising Critic, Second Grade*  
\*ADELAIDE ISABEL JOHNSON, A.M., *Supervising Critic, Third Grade*  
MARGARET VIOLA NELSON, A.M., *Supervising Critic, Fourth Grade*  
MARY WARD, A.M., *Supervising Critic, Fifth Grade*  
ESTHER MAE DUNHAM, A.M., *Supervising Critic, Sixth Grade*  
CLARA HOCKRIDGE DELAND, A.M., *Supervising Critic, Special Education*  
MARJORIE LEONARD, A.M., *Acting Supervising Critic, Third Grade*

## MECHANICSBURG SCHOOL

ELWIN RUTHERFORD O'NEILL, A.M., *Principal, Supervising Critic, Seventh and Eighth Grades*  
EDNA E. FELT, A.M., *Supervising Critic, First Grade*  
MARY V. FLANAGAN, A.M., *Supervising Critic, Second and Third Grades*  
MARGARET SPAULDING, A.M., *Supervising Critic, Third and Fourth Grades*  
AGNES LYDIA EISEN, A.M., *Supervising Critic, Fifth and Sixth Grades*

## THE PLAINS ELEMENTARY SCHOOL

HERMAN WILLIAM HUMPHREY, A.M., *Head of The Plains Schools*  
ELVA MYRTLE COOPER, A.M., *Principal, Supervising Critic, Sixth Grade*  
ANNIE GOCHNAUER, A.M., *Supervising Critic, First Grade*  
VERA E. SPROUL, A.M., *Supervising Critic, Second Grade*  
EBBA LOUISE WAHLSTROM, A.M., *Supervising Critic, Third Grade*

\*On leave of absence first semester, 1936-1937.

ALTA MAY COOPER, A.M., *Supervising Critic, Fourth Grade*

IRENE CONSTANCE ELLIOTT, A.M., *Supervising Critic, Fifth Grade*

THE PLAINS HIGH SCHOOL

HERMAN WILLIAM HUMPHREY, A.M., *Head of The Plains Schools*

ALLAN CREE, A.M., *Supervising Critic, Mathematics and Science*

LAWRENCE VIVIAN CALVIN, A.M., *Supervising Critic, Industrial Arts and History*

ANNA BERYL CONE, A.M., *Supervising Critic, Home Economics*

VILAS OLEN KAIL, A.M., *Supervising Critic, Biological Sciences and History*

LOUISE JANE DIVER, A.M., *Supervising Critic, English*

EDGAR BERTHOLD RANNOW, A.M., *Supervising Critic, Physical Welfare and History*

ADDA LENORE MACCOMBS, A.M., *Supervising Critic, Latin*

\*MARION BERTRAM WOODWARD, A.M., *Itinerant Supervising Critic, Home Economics*

## GENERAL INFORMATION

### LOCATION

Ohio University is located in southeastern Ohio in Athens. Athens, a small city ideally situated in the hills overlooking the Hocking River, is seventy-six miles southeast of Columbus, Ohio, and is on state routes 31 and 56 and national route 50. It is easily accessible by rail on the Chesapeake and Ohio, New York Central, and Baltimore and Ohio railroads. Airport service is furnished by plane or taxi connection with the Columbus and Cincinnati, Ohio, airports.

### HISTORY

Ohio University has its origin in the acts of the Congress of the United States and in those of the Ohio Legislature. On July 27, 1787, the Congress of the United States and Manasseh Cutler, representing the Ohio Company, agreed upon the terms of a contract in which was a provision for two townships of land to be set aside by Congress for the support of a university. Through the untiring efforts of General Rufus Putnam, the townships were located and the site for the university was selected. The Territorial Legislature on January 9, 1802, passed an act providing for the American Western University in the town of Athens, Ohio, which was approved by Arthur St. Clair, the governor of the Northwest Territory. The Ohio State Legislature, on February 18, 1804, changed the name of the university to Ohio University.

Through the efforts of General Putnam, the first building for classroom purposes was constructed in 1808. The Rev. Jacob Lindley, Presbyterian minister of Waterford, Ohio, became the first member of the faculty and administered the affairs of Ohio University until 1822. Thomas Ewing and John Hunter graduated in 1815 and were the first persons to receive collegiate degrees within the Northwest Territory.

The income derived from the lands given by the federal government proved to be inadequate and was gradually supplemented by legislative appropriations until at present practically all the financial support is derived from the State of Ohio. The first building erected for the university with funds appropriated entirely by the state was provided for in the legislative act of March 21, 1881.

### BUILDINGS AND GROUNDS

The grounds of Ohio University consist of about seventy-two acres. At the entrance to the campus is the gateway erected in 1915 by the alumni in honor of the 100th anniversary of the first graduating class of the university. On the campus, which consists of about ten acres, are located eleven buildings. Manasseh Cutler Hall, formerly known as the Central Building, was erected in 1817 and is the oldest college edifice northwest of the Ohio River. The first floor contains the offices of the dean of the College of Arts and Sciences, the dean of the College of Education, and the dean of men; the second and third floors are used by the Department of Psychology. East Wing and West Wing, on either side of Cutler Hall, are nearly as old. In East Wing are the offices of the alumni secretary, the Service Bureau, and the Extension Division; the third floor is used by the Department of Philosophy. In West Wing

are the offices of the dean of women and the auditor of student funds, and the rooms for the Y. W. C. A. and Women's League. Ewing Hall, named in honor of Honorable Thomas Ewing of the class of 1815, contains classrooms for commerce, dramatic art, mathematics, and journalism; and the offices of the president, registrar, treasurer, the dean of the College of Commerce, and the director of the School of Journalism. The Memorial Auditorium, a building which cost \$350,000, was made possible by the contributions of alumni and friends of Ohio University and by an appropriation by the Ohio Legislature. It has a seating capacity of 2,800. The remaining buildings on the campus are: Fine Arts Building, the "Old Chapel"; Ellis Hall, the first building erected for the training of teachers in Ohio at the expense of the state; Women's Gymnasium; Carnegie Hall, the old library building which is now used for the R. O. T. C. and the Bureau of Appointments; The Edwin Watts Chubb Library; and Boyd Hall, a dormitory accommodating eighty-six women.

The buildings surrounding the campus are: Agricultural and Household Arts, back of which are the greenhouse and the University Clinic; Music Hall; Lindley Hall, a dormitory accommodating one hundred and six women; Warden Cottage for women; Men's Faculty Club; Men's Union; Howard Hall, a dormitory accommodating seventy-one women; Howard Hall Annex; the president's home; and the Home Economics Practice House and Nursery School.

The Men's Gymnasium, Super Hall for applied science, Music Hall Annex, Science Hall, and the Birchfield-Bethel co-operative house for men complete a unit of buildings between the campus and the athletic field.

The remaining buildings which are only a short distance from the campus are: Rufus Putnam Elementary Training School, Women's Faculty Club, Dailey cottage for women, the new dormitory for men, Pearl Street, Dunkle, and Palmer Hall co-operative houses for men, and the central heating plant.

The athletic field, composed of about fifty acres, contains the stadium, tennis courts, caretaker's house, and baseball park.

#### MUSEUM

The museum, which contains more than 75,000 specimens, is located on the second floor of the Agricultural and Household Arts Building. The earliest recorded specimen, received in 1823, was a section of basalt from one of the pillars of the Giant's Causeway on the coast of Ireland.

The collection of rocks, minerals, and fossils number more than 30,000. There are sands, clays, and clay-products; Indian implements and utensils; stone and metal products of historic and economic interest; war materials and the fighting implements of various races; and lamps and lighting devices from the earliest ages. The plant collections include an herbarium of about 750 local species of plants, an extensive seed collection, woods, and various plant products. Among the animal exhibits are found sponges, jellyfishes, corals, various parasitic worms, starfish, and sea urchins; while the mollusca collection ranks among the best shown in American museums. There is also a collection of fishes, amphibians, reptiles, birds, and mammals.

Teachers are invited to make a wide use of the collections in their special fields of interest. Friday has been set aside as visiting day.

## THE EDWIN WATTS CHUBB LIBRARY

The Edwin Watts Chubb Library contains 104,498 volumes and receives about 430 periodicals annually. The comparatively new building has reading and seminar rooms with a seating capacity of 600. A seminar room and stack carrels are set apart for the use of graduate students. The stacks, consisting of six floors, and periodical and reference rooms will accommodate 250,000 volumes. It is a designated depository of United States documents which are classified and catalogued by the Dewey system.

Among the recent acquisitions of the library are the valuable text-book collection of the late Dr. Gard, presented by Mrs. Gard and son; and the rare public documents of the Honorable Thomas Ewing, presented by his granddaughter, Mrs. Edwin S. Martin of New Straitsville, Ohio.

In the art gallery are hung exhibitions loaned by art museums, dealers, and artists. There is also a permanent collection of paintings owned by the university.

An unusual feature of the university library is the juvenile room which is open to the children of the town, and which cares for the needs of the public schools. It gives student teachers an opportunity to become familiar with a well chosen collection of children's literature and to learn how a model children's room should be equipped and administered.

During the semester sessions of the university the library is open daily from 7:50 A.M. to 9:30 P.M., except during vacation when it closes at 5:00 P.M. and on Sundays from 1:30 P.M. to 5:00 P.M. During the summer session the library is open daily from 6:50 A.M. to 9:30 P.M. The library is not open on Sunday during the summer months from June until the opening of school in the fall.

Books belonging to the reference collections, rare and unusual books, bound periodicals, and documents are not circulated. Books reserved for use in connection with current courses are loaned only over night and not until after 9:00 P.M. All other books may be borrowed for a period of two weeks.

The stacks are open to faculty, graduate students, and seniors. All others must call for their books at the circulation desk.

## BUREAU OF APPOINTMENTS

Ohio University maintains a Bureau of Appointments for the recommendation of its students and graduates to teaching positions, and a similar placement service for those seeking business and industrial connections. The service is extended to those seeking initial placement and to those who seek advancement to more desirable positions. Registration with the bureau makes possible the collection of pertinent information into a complete record form which may be offered conveniently to persons interested in securing employees.

All students should register with the bureau early in the senior year; those completing the two-year diploma courses, in the second year. All records are kept up-to-date so that a complete record may be available for immediate use.

## FEES AND DEPOSITS

There is no tuition, but all students pay a registration fee, a health fee, and a library fee each semester or summer session. From the registration fee, the sum of \$5, known as the A.L.E. fee (Athletic, Lecture, and Entertainment Fund) is assigned to the Campus Affairs Committee to be apportioned to athletics, the university clinic, convocations, and other student activities. Likewise, the sum of \$2.50 is set apart from the summer session registration fee.

Fees assessed at registration time are payable at the treasurer's office on registration days. The treasurer accepts cash, postal money orders, express money orders, and approved personal checks written for the exact amount of the obligation.

## REGISTRATION FEES

Registration Fee for—

## Each Semester

\*Students who are legal residents of Ohio----- \$45.00

\*\*Non-resident students----- 70.00

Part-time students who register for less than 9 semester hours in a semester, A.L.E. fee of \$5 and for each semester hour----- 3.00

Part-time non-resident students pay, in addition, a non-resident fee of \$2 for the first hour and \$1.50 for each additional hour.

## Summer Session is one-half of the semester fee.

Part-time students who register for less than 5 semester hours in the summer session, A. L. E. fee of \$2.50 and for each semester hour----- 3.00

Part-time non-resident students pay, in addition, a non-resident fee of \$2 for the first hour and \$1.50 for each additional hour.

Post Summer Session, for each semester hour----- 5.00

Auditing, for each semester hour----- 2.00

Correspondence Study, postage fee of 50 cents for each semester hour and for registration for each semester hour----- 6.00

Group Extension Class, for each semester hour----- 5.00

\*A person is entitled to register as a resident of Ohio, who at the time of his first enrollment in the university, has been a resident of the State of Ohio for twelve consecutive months next preceding the date of his original enrollment. No person shall be considered to have gained or lost a residence in the state for the purpose of registering in the university by any conduct of his own while he is a student in the university. A person whose legal residence follows that of other persons shall be considered to have gained or lost legal residence in this state for such purpose while a student in the university according to changes of legal residence of such other persons, except that such legal residence shall not be considered to be so gained until twelve months after such persons become legal residents of this state.

The residence of minors shall follow that of the legal guardian, regardless of emancipation; but in case a resident of Ohio is appointed guardian of a non-resident minor, the legal residence of such minor for the purpose of this rule shall not be considered to be established in the State of Ohio until the expiration of twelve months after such appointment.

\*\*Students coming from states which do not have state universities similar in scope and standards to Ohio University pay a registration fee of \$95. These states are: Massachusetts and New York.

## MUSIC FEES

(These fees are in addition to registration fees)

Band Instruments, Organ, Piano, Violin, Violoncello, Voice	
One lesson a week	\$15.00
Two lessons a week	24.00
Ensemble Conducting	24.00
Harmony — private instruction	16.00

Music fees for summer session are one-half of the above.

## MISCELLANEOUS FEES

Bureau of Appointments — registration fee	\$ 1.00
Change Order	1.00
College Ability Test not taken at the regular time	1.00
Diploma	
For degree	5.00
For two-year teacher's course	2.50
For re-application	1.00
Penalty for late application	1.00
For excuse from commencement	5.00
Examination for advanced standing — each examination	1.00
Health fee	2.00
Infirmary — hospital service for each day	1.50
Late registration	
Each day late	1.00
Maximum penalty	10.00
Library fee	1.00
Record book (after the first book)	1.00
R.O.T.C. — Freshman personal equipment	3.00
Transcript of record (after the first transcript)	1.00
Transfer from one bachelor's degree granting college to another	2.00

## LABORATORY FEES

Laboratory fees are assessed at the rate of one dollar for one semester hour of credit. Laboratory fees are indicated in the description of the course. See Courses of Instruction. These fees are assessed and must be paid at registration time.

Laboratory fees for the summer session are the same as for a semester.

## BREAKAGE FEES

A breakage deposit of \$3 each semester is required in chemistry 1, 2, 3, and 4. In all other laboratory courses in chemistry, a breakage deposit of \$5 is required. When the fee is paid, a deposit card is issued to the student. This card is deposited by the student with the Department of Chemistry and entitles the student to a desk properly supplied with apparatus. Any needed supplies are checked from the card and any unused portion of the fee is returned at the end of the year or upon official withdrawal from the course.

## REFUND OF FEES

In case of a student's voluntary and official withdrawal from the university before the end of the first third of the semester, a refund of a part of the fees is made according to the following schedule:

1. Within the first and second weeks, 90 per cent refunded.
2. Within the third and fourth weeks, 66½ per cent refunded.
3. Within the fifth and sixth weeks, 25 per cent refunded.
4. After six weeks, no refund.

No refunds, however, are made until a period of thirty days has elapsed subsequent to the official withdrawal of the student from the university. No refunds are made to a student who is indebted to the university.

When a student withdraws from a laboratory course by change order, a refund is made immediately according to the above schedule.

## EXPENSE ESTIMATE

The following is an estimate of expenses for a year, two semesters, at Ohio University:

Lowest	Medium
*Registration fees -----	\$ 90.00
Board -----	110.00
Room -----	54.00
Text books and supplies -----	25.00
Laboratory fees -----	6.00
<hr style="border-top: 1px solid black;"/>	
Total -----	\$285.00
	<hr style="border-top: 1px solid black;"/>
	Total -----
	\$380.00

This summary does not take into consideration expenses for travel, clothing, laundry, or incidentals which are subject to the personal control of the individual.

## ROOMS AND BOARD

**Men's Dormitory.** A dormitory quadrangle, which will accommodate three hundred and fifty men, is under construction. The first two units, which will accommodate eighty-eight men, will probably be ready for occupancy by September 15, 1937. The first floor of these units will have an office, living quarters for the hostess and manager, and twelve rooms for students. The second and third floors will have rooms to accommodate sixty-four men. The dining room, kitchen, a large lounge, book room, check room, and a small reception room are on the ground floor.

The cost of rooms is \$2.50 per week per person and board is \$5 per week. Dining room service will be cafeteria plan for breakfast and luncheon, and table service in the evening. Rooms are furnished with rugs, dressers, study tables, chairs, beds, and bedding. The university provides for the laundering of the bedding. Window drapes and additional furnishings may be supplied by the student. Both room and board are payable in advance installments of five weeks, five weeks, four weeks, and four weeks. This is payable at the office of the treasurer of the university.

Applications should be made at the office of the dean of men. A \$5 re-

\*For non-residents of Ohio, \$140 or \$190.

taining fee, payable to the treasurer of the university, must accompany the application. If a student is unable to claim his reservation, the fee will be refunded if the office of the dean of men is notified at least one week before school begins. The retaining fee for all reservations is applied on the rent for the last period in the semester. A \$1 key deposit, refunded when the key is returned, is required of each student.

**Rooms for Men.** Rooms in private homes which have been inspected are listed in the office of the dean of men, Cutler Hall. Freshmen are required to live in homes that have been approved. Rates for rooms vary as follows: \$1.50 to \$2.50 per week per person for double rooms and \$2 to \$4 per week for single rooms. Men students renting rooms in private homes are expected to remain for one semester unless definite arrangements are made with the householder.

A student signing the "Householder's Agreement" is expected to abide by the contract unless it is terminated by the mutual consent of both parties, by the withdrawal of the student from the university, by the securing of a satisfactory substitute, or by the request of the dean of men if in his judgment it is for the best interest of the student's health or scholarship. Copies of this agreement can be secured at the office of the dean of men.

**The Men's Grill.** The Men's Grill, located on the ground floor of the Agricultural and Household Arts Building, is under the supervision of the director of the dining halls. Menus are arranged by the university dietitian with special attention given to well-balanced meals. Cafeteria service prevails at very reasonable rates. Board can also be secured at boarding houses, clubs, restaurants, and a few private homes.

**Men's Co-Operative Houses.** There are three co-operative housing units owned and operated by the university. These units house 112 men students and have dining room facilities for approximately 250. The university attempts to locate satisfactory living quarters, at reasonable rates, for those participating in the co-operative plan who can not be provided with rooming facilities in one of the units.

The cost of rooms in the co-operative unit is as follows: \$1.50 per week per person for double rooms. Room rent and board assessments are payable at the office of the treasurer of the university. Room rent is payable in advance in two five week and two four week periods. Board is payable each week. The cost of board for the past year has averaged a little more than \$2.50 per week. The cost, of course, depends on prevailing food prices. These low rates are made possible because the men participating in this plan take turns waiting on table and washing dishes. Each unit is in charge of a matron and a student manager. All units are under the direct supervision of the dean of men.

The co-operative units are open only to those persons who find it necessary to live on decidedly reduced incomes. Admission is based on need and scholarship. Applications are made at the office of the dean of men, Cutler Hall.

**Rooms and Board for Women.** The living accommodations of all women in the university are under the supervision of the dean of women and the

secretary of housing. There are three dormitories, Boyd, Howard, and Lindley, with a cottage annex for Howard and Lindley. Two thirds of the rooms in each are held for new students; one third assigned to upper-class applicants (former students). Eight sorority houses are maintained for the active members of the social sororities. A list of private homes, inspected and approved by the secretary of housing, is available in the office of the dean of women.

Each dormitory plans and develops a social program for those who live in the hall or who come in from private homes for meals. The university makes an appropriation, based upon the number of students in residence, to each dormitory to enable it to function adequately as a social unit sponsoring dances, teas, receptions, and dinner parties.

Rooms are furnished with rugs, dressers, study tables, chairs, beds, and bedding. The university cares for the laundering of the bedding. Such articles as couch covers and window draperies are supplied by the students. Radios are permitted in dormitories with the following fees attached: \$1 for installation and inspection by the university electrician, plus \$2.50 per year for current consumed. Failure to pay fees or to abide by the rules of a house council pertaining to hours carries the penalty of discontinuance of the privilege.

Double rooms in the dormitories rent for \$2.50 per week per student; single rooms for \$3.25. In addition to this rental fee, each dormitory resident is expected to give approximately one hour a week in telephone and desk service. In lieu of this, she may pay the house council its equivalent in money. The house council of each dormitory requires a \$1 key deposit fee of each student. This fee is refunded upon the return of the key when the room is vacated.

Dormitory and cottage residents are required to eat in the dormitory in which they are living. Freshman women who live in private homes are also required to eat in an assigned dormitory dining hall. Exemptions from this requirement are granted to residents of Athens or immediate vicinity, to students who commute, to students who work for room and board, and to a few others whose parents request exemption on the justifiable grounds of financial saving. The dean of women will pass personally upon all such requests and determine the validity of the grounds presented. The dining rooms in the three dormitories are under the management of a competent dietitian and graduate students enrolled in institutional management in the School of Home Economics. The cost of board is \$4.50 per week.

Board and room for the semester may be paid for in advance during the first week of the semester or may be paid for in two five and two four week periods. Room and board fees are paid at the office of the treasurer of the university.

New students should make application for room simultaneously with application for matriculation or as soon after as possible. Applications for rooms in a dormitory will be considered only if accompanied by a \$5 retaining fee. If for good reason a student is unable to claim her reservation, the fee will be refunded provided request for refund is made not less than one week preceding the day of registration. The retaining fee is applied

on the room rent. The application and retaining fee of \$5 made payable to the Treasurer of Ohio University, should be mailed to the Dean of Women, West Wing.

### EMPLOYMENT OPPORTUNITIES FOR STUDENTS

In the offices of the dean of men and the dean of women are secretaries of part-time employment who assist students in finding work. The university cannot promise jobs to prospective students, but a considerable number of both men and women, through their own initiative and with the help of these secretaries, secure employment and earn a part of their college expenses in the university dormitories and offices and also in private homes, restaurants, and business houses in Athens. No student should enter college expecting to support himself entirely. In the main students who are doing part-time work may not carry a full program of studies. They should plan to lengthen the college course rather than attempt to carry too heavy a burden.

Students who work are required to register their positions with the secretaries of part-time employment in the offices of the dean of men or the dean of women.

## LOAN FUNDS

### ALUMNI LOAN FUND

The alumni and friends of Ohio University have contributed \$7,295 since 1908 for the purpose of furnishing loans to students pursuing a four-year course in the university. To receive a loan, a student must have completed one-half of his course. Five per cent interest is charged. Since the first loan was made in 1908, \$53,450 has been advanced to needy students. The fund is administered by a committee of which the dean of the College of Arts and Sciences is chairman.

### ATHENS ROTARY CLUB LOAN FUND

The Rotary Club of Athens maintains a loan fund for students of Ohio University. Students pay interest on the loans. The fund is in charge of a committee from the Rotary Club. Inquiries may be addressed to the Chairman of the Rotary Club Loan Fund Committee, Bank of Athens, Athens, Ohio.

### THE WOMEN'S LEAGUE LOAN FUND

Since 1913 the Women's League of Ohio University has maintained a loan fund for women students. A sum not to exceed \$100 may be borrowed by a student who has spent at least one year on the campus. Collateral or payment guaranteed by a parent is required. Six per cent interest is charged. The dean of women acts as treasurer of the fund.

## SCHOLARSHIPS AND FELLOWSHIPS

The university offers a limited number of scholarships for entering freshmen on the basis of rank in high school studies. Students in the upper five per cent of any graduating class are eligible to apply.

Scholarships are available in limited number, on the basis of financial necessity, to sophomores who made a scholastic average of 2.0 in their fresh-

man year and to juniors and seniors who have made a scholastic average of 2.2.

A limited number of fellowships carrying a stipend of \$300 a year are granted with remission of the registration fee. This remission does not include the A. L. E. fee of \$5 a semester. The fellowships carry with them an obligation to assist in the department in which the student is doing graduate study.

### COLUMBIA DOWNING SCHOLARSHIP

Mrs. Madeline Downing Knight, South Jacksonville, Florida, has established a scholarship fund of \$10,000 as a memorial to her father, Columbia Downing, who in the early sixties was a student at Ohio University. The income of the fund, \$600, is awarded annually under the following conditions:

1. The scholarship is to be known as the Columbia Downing Scholarship.
2. The scholarship is to be awarded to a needy boy who is a citizen of Ohio, preferably a native.
3. The scholarship is to be awarded to a member of the sophomore class on the basis of mental and physical health, demonstrated intelligence in his work as a freshman, acceptable character and conduct, and a satisfactory grade of scholarship as a freshman.
4. Preference is given to students who have done effective work in extra-curricular activities such as debates, music, oratory, or athletics.
5. The scholarship may be renewed in the junior and senior years, provided the need continues and the standards as set forth in item 3 are maintained.
6. The selection is not to be based entirely upon proficiency in any subject, but rather on the promise of development in strength of character and the qualities of useful citizenship.

### RHODES SCHOLARSHIPS

Men who have completed their sophomore year at Ohio University are eligible to compete for the Cecil Rhodes Scholarship, tenable for three years at Oxford University, England, with a stipend of \$2,000 each year. These scholarships are awarded on the combined basis of character, scholarship, athletics, and leadership in collegiate activities. Information may be obtained from Dr. Victor Whitehouse.

### PRIZES AND AWARDS

#### A. A. ATKINSON AWARDS

An award of \$10 as a first prize and \$5 as a second prize will be given to the best senior students majoring in the Department of Electrical Engineering, and an award of \$10 to the best senior student majoring in the Department of Physics. Two committees, composed of the teaching staff of each department, will select the candidates for the prizes and will be governed by the following rules:

1. Scholarship in all courses for the sophomore, junior, and senior years.

2. Intellectual alertness and keenness of insight as determined by the instructors in the students' major and minor fields.
3. Originality, initiative, intellectual honesty, and personal industry.
4. Correctness and facility in the use of spoken and written English.
5. Character, personality, leadership, and other characteristics likely to promote success in the students' field.

If in any year either committee should decide there is no student who fulfills the conditions for the award, the amount will be placed in the principal fund.

#### ALLIANCE FRANCAISE PRIZE

The Alliance Francaise offers each year a prize of \$15 to the advanced student having the highest record in the Department of French. A student who has once won the prize will not be eligible for consideration.

#### ALPHA DELTA PI SCHOLARSHIP PRIZE

The Xi chapter of Alpha Delta Pi offers each year a prize of a silver loving cup to the girl who has attained the highest scholastic average at the end of her sophomore year. Any sophomore girl is eligible to compete for the prize.

#### CHI OMEGA ECONOMICS PRIZE

The Tau Alpha chapter of Chi Omega, in accordance with the national policy of the fraternity begun in 1920, offers each year a prize of \$25 to the girl who does the highest grade of work in the Department of Economics. Any girl in the university is eligible to compete for the prize.

#### EMERSON POEM PRIZES

W. D. Emerson, of the class of 1833, bequeathed to the Board of Trustees of Ohio University the sum of \$1,000. The interest on this amount is to be awarded every second year to the students or graduates of Ohio University who shall write the best original poems. The award has been divided into three prizes of \$60, \$40, and \$20. The judges shall be three persons, appointed by the president of the university and the chairman of the Department of English, who shall judge independently of each other.

The following regulations must be observed in every particular:

1. The competitors must be graduates of the university or students in attendance.
2. The poems must be in the hands of the president of the university before the opening of the second semester of 1938-1939.
3. Only one poem is to be submitted by each competitor.
4. Each contestant shall submit three copies.
5. The poem shall be typewritten on paper eight and one-half by eleven inches, written only on one side, and marked with a pseudonym or character.
6. The pseudonym or character accompanied by the name and address in a sealed envelope shall be sent to the president of the university. The envelopes will not be opened until the decision of the judges has been made.

The winner of the first prize is not eligible for a second competition.

## EVANS LATIN PRIZES

The Dafydd J. Evans Latin prizes consist of a first prize of \$25 and a second prize of \$12.50 each year. The awards are made on a competitive basis varying somewhat according to the will of the committee. For the present the ability to read Latin and the knowledge of Latin syntax will be stressed, but some attention will be given to Roman history, literature, and life. It is not expected that students will ordinarily compete for these prizes before entering upon the second semester of junior-senior Latin.

The committee consists of Professor Hill and the alumni secretary.

## HORN SENIOR COMMERCE PRIZE

Mr. Clarence H. Horn of Athens, Ohio, conducted a senior course in "Accounting for Coal Production and Distribution" for the School of Commerce for a number of years before his death on November 26, 1927, and established a trust fund from the fees he received for this service. The income from the fund is paid annually to the senior who is graduated from the College of Commerce with the degree of Bachelor of Science in Commerce and who has received the highest number of scholastic points in commerce subjects. The prize amounts to approximately \$24.

## JOHN BAYARD THOMAS BIOLOGY PRIZE

The John Bayard Thomas prize in biology has been established by Dr. Josephus Tucker Ullom, '98, as a memorial to his nephew. The prize consists of \$50 to be awarded annually to the junior or senior pre-medical student who has done the highest grade of work in courses offered by the Department of Zoology. In making the award, consideration is given to the subjects covered and the quality of work performed. A student who has once won the prize will not again be eligible for consideration.

The committee on awards consists of the head of the Department of Zoology and the dean of the College of Arts and Sciences.

## MEN'S UNION SCHOLARSHIP PRIZES

The Men's Union awards each year two medals, one each semester, to the man having the highest scholastic standing. These are presented in the spring and are based upon the standings of the second semester of the year preceding and of the first semester of the year ensuing.

The Men's Union also offers a cup to both the social fraternity and the pledge chapter having the highest scholastic average for the first semester.

## PI THETA KINDERGARTEN AWARD

The Beta chapter of Pi Theta each year presents a silver loving cup to the student in kindergarten-primary education who has attained the highest scholastic average at the end of her freshman year. The award is based also on personality and professional attitude.

**SIGMA ALPHA IOTA MUSIC PRIZE**

Sigma Alpha Iota gives a prize of \$25 to the sophomore woman enrolled for the degree of Bachelor of Fine Arts in Music who has attained the highest number of scholastic points.

**SUPER GREEK PRIZES**

In honor of Dr. Charles W. Super, for some time professor of Greek and a former president of Ohio University, his former students and friends established the Super Scholarship Prize Fund of \$2500. The income from this sum provides a first prize of \$100 and a second prize of \$50 to be awarded annually to members of the junior and senior classes.

The considerations in determining the awards are the extent and quality of the work done in courses in the Greek language and literature; in courses dealing with Greek civilization and culture, and with classical culture in general; and in courses in the language as a whole.

The committee in charge of the awards consists of the chairman of the Department of Classical Languages and the dean of the College of Arts and Sciences. The two may select a third member. Details may be secured from members of the committee.

**TAU KAPPA ALPHA FORENSIC PRIZES**

Each year the women's division of the Ohio University chapter of Tau Kappa Alpha conducts three contests: one in oratory, for the award of an oratory medal; one in oral interpretation of poetry, for a poetry medal; and one in declamation, a feature of Mother's Week-end, for the Voigt prize given by Irma E. Voigt, Dean of Women.

**WOMAN'S MUSIC CLUB PRIZES**

The Woman's Music Club of Athens annually gives two prizes of \$25 each to the senior students who have majored in music and who have attained the highest scholastic average. One prize is given to the student who is graduated with the degree of Bachelor of Fine Arts in Music and the other to the student who is graduated with the degree of Bachelor of Science in Education.

**WOMEN'S LEAGUE SCHOLARSHIP AWARD**

The Women's League awards a prize of \$10 for high scholarship to the woman student who has been in residence at Ohio University for a period of three semesters and who has the highest scholarship average for a period of two consecutive semesters, from February to February in the preceding and current years.

## STUDENT ACTIVITIES AND ORGANIZATIONS

Extra-curricular activities properly conceived and maintained can be a positive agency in the development of a well-rounded educational program. The administration authorizes a committee known as the Campus Affairs Committee to handle and conduct all student activities. The committee consists of eleven members, six faculty members appointed by the president and five student members. The student members are the president of the Men's Union, president of the Women's League, editor of the *Green and White*, and two members-at-large chosen by the nine members. The committee has under its jurisdiction the appointment of the officials for the three college publications, and the confirmation of the candidates for offices, chosen by a selection board, for the Men's Union, the Women's League, the Y. W. C. A., and the junior and senior classes.

### ALL-STUDENT ORGANIZATIONS

The Men's Union is the center of men's activities at Ohio University. Every regularly enrolled male student is entitled to the privileges of the Men's Union without additional cost.

The Men's Union provides meeting places for men's organizations, and offices for student publications. The building includes a large recreation room; a reading room supplied with a wide variety of newspapers and magazines; a lounge with a radio, easy chairs and writing facilities; and several rooms for meetings.

The activities sponsored consist of a Freshman Mixer, dances, open houses, and a rodeo, and include assistance in the arrangements for Homecoming and Dad's Day activities.

Each semester the Men's Union awards a gold medal to the man with the highest scholastic standing.

The Women's League is the all-women's organization at Ohio University of which every regularly enrolled woman student is an active member.

The center of the Women's League's office and club room activities is West Wing. The third floor of this building includes one office and four club rooms supplied with magazines, books, and radio which are for use by any member.

The activities sponsored consist of a Freshman Women's Party, dances, open houses, and Mothers' Week-end. All of the activities of the Women's League are arranged definitely to serve the needs of the young women of the campus and vary from time to time as these needs vary.

Each year the Women's League awards a \$10 cash prize to the woman with the highest scholastic average extending over two semesters.

### ATHLETICS

An extensive athletic program is carried on for both men and women for the participation in social sports such as golf and dancing.

The intramural program offered to the students consists of the following activities: touch football, paddle tennis, badminton, basketball, handball,

bowling, wrestling, boxing, tennis, horseshoe pitching, indoor track, track, volleyball, foul pitching, playground ball, archery, and ping pong. About eighty-five percent of the men students of the university take advantage of the competition offered by this program.

Ohio University is a member of the Buckeye Intercollegiate Athletic Conference. The varsity sports consist of football, baseball, basketball, track, tennis, swimming, and wrestling.

### DRAMATIC AND FORENSIC ORGANIZATIONS

**The Ohio University Theatre.** The Ohio University Theatre is a theatrical organization which serves both the university and the community. Production details of the presentation of the four or five plays are managed by the students enrolled in courses in the School of Dramatic Art. Casts are chosen at public try-outs.

**The Fortnightly Playshop.** The Fortnightly Playshop is an experimental theatrical producing group in which any university student may participate. One-act plays which are open to the public are presented every two weeks.

**Varsity Intercollegiate Debate.** Ohio University is an active member of the Ohio Intercollegiate Debate Association for men and for women. Participation in a program of about fifteen debates is in preparation for a tournament which decides the state championship. The group also schedules about twenty debates before high schools in the various parts of the state.

**Freshman Debate.** Freshman Debate is sponsored for freshmen who may or may not wish to enroll in the regular scheduled debate classes.

**Oratory Contest.** Ohio University is an active member of three state oratory associations. In February the State Oratorical Contest for Men is held, followed in March by the State Oratorical Contest for Women, and in May by the State Peace Contest in which men participate.

**Interpretation Contest.** Every year an average of four interpretation contests in poetry and prose are held for men and women. The State Interpretation Contest for women is held in connection with the State Oratorical Contest.

**The Prep Follies.** Under the direction of the Y. W. C. A., an annual original theatrical production is planned by the pledges of the sororities.

**The Dance Drama.** The Dance Drama is an annual production of interpretative dancing which is sponsored by the Dance Club of the Department of Physical Welfare.

### MUSIC ORGANIZATIONS

Membership in any music organization is based on competitive trials. Music permits are issued for those who are successful, and must be presented when the student is registering for credit.

**The University Choir.** The personnel of the University Choir is chosen from among the best voices on the campus. The repertoire is selected from choral literature both accompanied and a cappella. Tours are made in the spring.

**The University Men's Glee Club.** Among the traditional activities of the club is the annual serenade given during the Mother's Week-end, a spring homecoming. Tours and radio broadcasts are scheduled regularly.

**The Varsity Male Quartet.** The quartet is chosen from the membership of the University Men's Glee Club. Extensive opportunities for public appearances are given by demands from high school assemblies, service clubs, and churches.

**The University Women's Glee Club.** The club is especially known for its quality of work and splendid morale. Recently two outstanding Shakespearian programs brought unstinted praise to the director and the club.

**The University Band.** The band of one hundred members has earned a reputation for its effective work in concert and at football games. The positions of drum-major and student leader are on a competitive basis.

**The University Orchestra.** At present the orchestra has a membership of fifty-five, and because of talent and training many of its members play an important part in the state intercollegiate orchestral contests. The orchestra is used by the university on formal occasions, such as commencement.

**The Campus Orchestra.** This orchestra is made up largely of students interested in direction and ensemble work and is under the direction of an instructor in school music.

## PUBLICATIONS

The *Green and White* is the semi-weekly university newspaper which is delivered to every student and faculty member. The *Athena* is the college annual which is issued in May. The *Ohioan* is a monthly magazine devoted to college life. The *Lamplighter* is a literary publication sponsored by various social and economic groups. The *Dress Parade* is a newspaper sponsored by the Reserve Officers Training Corps.

## RELIGIOUS ORGANIZATIONS

The Y. W. C. A. centers the religious and moral welfare of the women students. The association is directed by students under the supervision of the dean of women. Special interest is taken in the christian life of the children of the Athens County Home and the nearby rural communities.

The religious welfare and interests of all students are fostered by the various organizations sponsored by the churches of Athens. The Methodist Church sponsors the Wesley Foundation with its divisions of Phi Tau Theta, national organization for men, and Kappa Phi, national organization for women; the Presbyterian Church, the Westminster Fellowship with the two national organizations, Pi Chi Epsilon for men and Phi Chi Delta for women; the Christian Church, the Bethany Council with the national organization for women, Kappa Beta, and the local Phi Sigma Upsilon for men; the Baptist Club is sponsored for the students by a group of faculty members; the Episcopal Church sponsors the Episcopal Club.

## HONOR SOCIETIES

Phi Beta Kappa, established at Ohio University in 1929, is a society for the recognition of high scholarship attainment of men and women primarily enrolled in the College of Arts and Sciences.

Kappa Delta Pi, established at Ohio University in 1923, is a society for the recognition of high scholarship attainment of men and women primarily enrolled in the College of Education.

Phi Eta Sigma, established at Ohio University in 1936, is a society for the recognition of high scholastic attainment for freshman men.

## HONORARY ORGANIZATIONS

\*Torch, established at Ohio University in 1913, is an organization primarily for senior men who have attained recognition in activities.

\*Cresset, established at Ohio University in 1913, is an organization primarily for senior women who have attained recognition in scholarship and activities.

\*Phoenix, established at Ohio University in 1930, is an honorary organization for junior women.

\*\*"J" Club, established at Ohio University in 1930, is an honorary organization for junior men.

Blue Key, established at Ohio University in 1927, is an honorary organization for fraternity men. The membership is limited to two from each fraternity.

HONORARY AND PROFESSIONAL FRATERNITIES  
AND ORGANIZATIONS

## Men

Engineering—	Journalism—Sigma Delta Chi
American Institute of Electrical Engineers	Music—Kappa Kappa Psi (Band)
*Pi Epsilon Mu	Phi Mu Alpha
Industrial Arts—Epsilon Pi Tau	Physical Welfare—*Delta Pi Alpha

## Men and Women

Botany—*Kappa Alpha Beta	Journalism—Kappa Tau Alpha
Classical Languages—Eta Sigma Phi	Painting and Allied Arts—
Dramatic Art—	Delta Phi Delta
Choregi (Dramatics)	Pre-Medical—*Kappa Iota Alpha
Tau Kappa Alpha (Speech)	Psychology—Psi Chi
Education—	Sociology—Alpha Kappa Delta
Lambda Tau Sigma (Special Education)	

## Women

Education—	Journalism—*Sigma Rho
Pi Theta (Kindergarten-Primary)	Music—Sigma Alpha Iota
Home Economics—	
Phi Upsilon Omicron	

\*Local.

## SOCIAL FRATERNITIES

Men	Women
Beta Theta Pi—Beta Kappa Chapter, 1841	Pi Beta Phi—Ohio Alpha Chapter, 1889
Delta Tau Delta—Beta Chapter, 1862	Alpha Gamma Delta—Zeta Chapter, 1908
Phi Delta Theta—Ohio Gamma Chapter, 1868	Alpha Xi Delta—Pi Chapter, 1911
Sigma Pi—Epsilon Chapter, 1910	Chi Omega—Tau Alpha Chapter, 1913
Phi Kappa Tau—Beta Chapter, 1917	Alpha Delta Pi—Xi Chapter, 1914
Lambda Chi Alpha—Ohio Alpha Omega Chapter, 1918	Zeta Tau Alpha—Alpha Pi Chapter, 1922
Theta Chi—Alpha Tau Chapter, 1925	Theta Upsilon—Kappa Chapter, 1925
Tau Kappa Epsilon—Alpha Beta Chapter, 1927	Phi Mu—Delta Delta Chapter, 1927
Phi Kappa—Psi Chapter, 1929	
Pi Kappa Alpha—Gamma Omicron Chapter, 1929	
Alpha Phi Delta—Beta Zeta Chapter, 1933	
Phi Epsilon Pi—Alpha Rho Chapter, 1933	

## DEPARTMENTAL CLUBS

Chemistry—Chemistry Society	Music—School Music Club
Classical Languages—Classical Club	Philosophy—Philosophy Club
Dramatics—Fortnightly Playshop	Physical Welfare—
Education—Kindergarten-Primary Club	Club of 8 (Fencing)
English—	Dance Club (Women)
Book-Lovers Club (Men)	Dolphin (Women)
English Club	Hygeia Club
Poetry Society of America	Varsity "O" Association (Men)
Quill Club	Varsity "O" Association (Women)
French—Alliance Francaise	Women's Athletic Association
German—Der Deutsche Verein	Physics—
Journalism—News Photography Club	Physics Club
Industrial Arts—Industrial Arts Club (Men)	Radio Club
	Pre-Law—Pre-Law Club
	Spanish and History—Hispanic-American Club

## GENERAL STUDENT ORGANIZATIONS

American Student Union	Women's League
Interfraternity Council	Women's Pan-Hellenic Council
Men's Union	Y. W. C. A.

## ADMISSION

All correspondence regarding admission of students to the residence courses of the university should be addressed to the Registrar, Ohio University, Athens, Ohio. An application blank and credentials for admission should be presented to the registrar's office not later than one month preceding the opening of the semester or summer session. If it is impossible for a student to have his credentials forwarded at this time, he should attach the necessary explanations to his application for admission. Not even temporary admission will be granted in the absence of proper credentials. All credentials of matriculated students will be filed in the registrar's office and will remain the permanent property of the university.

**Freshman Students.** The university admits without examination all graduates of high schools in Ohio which the Department of Education has classed as first grade. A student who has completed fifteen acceptable units with satisfactory grades in a first-grade high school may be admitted upon the recommendation of the high school principal. Out-of-state students are accepted if they can qualify for admission to their own state universities. Residents of states which do not support state universities of the same general scope and standard as Ohio University are admitted if they rank in the upper two thirds of their graduating classes.

Applicants for admission to Ohio University must have credit for the following units which are the minimum requirements approved by the Department of Education of Ohio: English, two units; social sciences, two units, one of which shall be in advanced American history and civics; natural sciences, one unit; two majors of three units each and two minors of two units each. A unit is defined as a year's work in a subject reciting five periods a week for at least a forty minute period.

**Transfer Students.** A student transferring from another college or university must present an official transcript of high school and college credits, including a statement of honorable dismissal.

A student transferring from an unaccredited college may obtain credit by examination. Permission to take examinations is granted by the registrar. Request for permission should be made at the time of application for admission and not later than one month after matriculation. The examinations must be taken during the first semester or summer session of a student's attendance. A fee of one dollar is charged for each examination.

**Special Students.** A student who has not graduated from high school and who is twenty-one years of age or older is admitted as a special student if he passes the College Ability Test. A special student may not become a candidate for a degree until deficiencies in high school subjects have been made up. For further information see the provision for elective study in the University College.

**College Ability Test.** All students are required to take a College Ability Test after they matriculate in the university. Those who neglect to take the test at the time indicated will be required to take the test at a later time and will be assessed a fee of \$1 to cover the expenses involved.

Transfer students who attend the university only during a summer session are not required to take the test.

**Auditors.** A student who is a graduate of a first-grade high school or who is twenty-one years of age or more may enroll as an auditor. A written permission from the instructor of the class the student wishes to audit must be presented to the registrar's office. A fee of \$2 is charged for each semester hour of the subject. Registration must be made in the registrar's office on the regularly scheduled days.

**Graduates.** A student's application for admission to the Graduate College is made on a blank furnished by the registrar. The application accompanied by official transcripts of a student's college record, except when a student has been graduated from Ohio University, must be sent to the registrar. Only graduates of accredited institutions are accepted for admission. Additional information concerning admission is given in the description of the Graduate College.

## REGISTRATION

**Procedure.** Students register in the men's gymnasium according to the days and hours indicated on the permits to register. Students who have been accepted for admission will receive the permits by mail. Former students will obtain permits upon request by mail or in the registrar's office. Details concerning the registration procedure are given in the schedule of recitations which can be obtained in the registrar's office.

**Late Registration.** A fee of \$1 is charged for late registration with the addition of \$1 for each day late. The maximum late registration fee is \$10. The schedule of registration days is given in the university calendar which is at the front of the catalog and on the schedule of recitations. Even though a student may receive permission to register after the regular registration period has closed, he will be required to pay the penalty for late registration.

**Student Load.** A student's normal load is 15 or 16 semester hours. A student may register for more than 16 hours with the permission of the dean of the college in which he is enrolled and only under the following conditions:

- (1) A student with a high scholastic average may be given permission to carry 17 hours.
- (2) A student who has carried a normal load without failures and has made twice as many scholastic points as hours may carry 18 hours as long as he fails in none of his courses and makes twice as many points as hours.
- (3) A student who has carried 18 hours without failures may carry 20 hours as long as he fails in none of his courses and makes two and one-half times as many points as hours.

Upperclassmen who find it necessary to register for more than a normal load and who do not fulfill the above regulations must present a written application for the approval of the Executive Committee.

**Extra-hour Permits and Music Permits.** The special permits issued for extra hours and for music activities must be presented by a student to the deputy registrar or the adviser before he can be enrolled for credit. Extra-hour permits are obtained from the dean of the college in which the student is enrolled. Music permits are granted by the School of Music to students who are successful in the try-outs given for the activities.

**Change Orders.** A student who wishes to add or drop a course must obtain a change order. A student enrolled in the University College obtains a change order from the dean of men or the dean of women. An upperclassman obtains a change order from the dean of the college in which he is enrolled. After the student obtains the order, he must take it directly to the registrar's office. The change of schedule will not be in effect until the order has been presented and accepted by the registrar's office. A course dropped without presenting the order to the registrar's office will be marked F. A fee of \$1 is charged for a change order after the close of the second week of a semester and after the first week of a summer session.

If a course is added to a schedule after the second week of a semester or after the first week of a summer session, the order must be approved by the Executive Committee.

A student who wishes to change from one degree granting college to another must request permission from the Executive Committee and must pay a fee of \$2.

**Change of Address.** If a student changes his home or Athens address after registration, he is expected to notify the registrar in writing at once. Forms are available in the registrar's office. The student is held responsible for any university office communication sent to him at the last address given.

**Withdrawal.** A student may withdraw from the university with the permission of his dean. The dean of men and the dean of women will issue withdrawal orders for students in the University College. An upperclassman will obtain a withdrawal order from the dean of the college in which he is enrolled. A report of withdrawal by the student to the instructor does not constitute an official withdrawal. The withdrawal is not in effect until the order is filed in the registrar's office. An honorable dismissal is given to a student who officially withdraws from the university. A student cannot withdraw in good standing unless all his financial obligations to the university have been met.

Withdrawal from the university without official permission will automatically result in the recording of an F grade for each subject. A statement of good standing or honorable dismissal is not made for a student who is on scholastic probation, or who has been dropped from the university because of poor scholarship, or who is financially indebted to the university.

## GENERAL REGULATIONS

**Credit.** Credit is expressed in semester hours. A semester hour is the equivalent of one recitation or two or more laboratory periods a week throughout a semester.

**Grading System.** A, very high; B, high; C, average; D, passing; E, conditioned; F, failure; I, incomplete; W, withdrawn; WP, withdrawn passing; WF, withdrawn failing.

**E, I Grades.** The grade E is given to a student who is not doing passing work but who has the possibility of receiving credit in the course by additional work or by the continuation of a year course. The grade I is given for the work of a student who has a satisfactory record in the course but whose work is not complete. E and I grades must be made up within one month after the opening of the next session in which the student enrolls except when an E has been given in the first semester of a year course. After a student has made up the required work, any grade may be given. One week is allowed to the instructor for the reporting of the grade to the registrar's office. A student who is not enrolled in the university may make arrangements with the instructor of the course for the removal of an E or I grade.

**F is Failure.** Credit for the course can be secured only by re-registration and repetition of the course with a passing grade. F is recorded for a course from which the student has not officially withdrawn by change order or withdrawal order.

**W** is indicated by the instructor when a student officially withdraws from a course during the first six weeks of a semester, the first three weeks of a summer session, or the first week of a post summer session.

**WP or WF** is recorded for withdrawals after the first six weeks of a semester, the first three weeks of a summer session, or the first week of a post summer session. WP indicates that a student is passing in the course at the time of withdrawal; WF, that a student is failing.

**Point System.** For each semester hour of credit with the grade of A, a student receives three points; B, two points; C, one point; D, no points; E and I, no points until the final grade is determined; F and WF, no points. A student's semester average is determined by the number of points accumulated by the grades reported at the close of the semester. W and WP do not affect a student's scholastic average.

**Reporting of Grades.** Grades for all students are reported to the registrar's office at the end of each semester and summer session. No grades are recorded for auditors. E, F, WF, and I grades are reported by mail to the students immediately after the close of each session.

All grades are reported to a student by means of a record book soon after the close of the session, provided the student leaves his record book in stamped self-addressed envelope at the registrar's office. A record book is a copy of a student's record prepared by the registrar's office. A student first

receives a record book at the time of his admission to the university. A duplicate book will be made for a student upon request and the payment of \$1.

Grades for students enrolled in the University College are reported every six weeks to the dean of men and the dean of women. The grades are available to the student through his counselor.

Delinquent reports are mailed to upperclassmen at mid-semester.

**Probation.** The scholastic probation of an upperclassman is governed by the following regulations: A student who fails to make points equal to one-half the number of hours he has carried during the semester is placed on probation and is limited to 14 hours during the succeeding semester. A student may resume a normal load only when he has demonstrated that he can carry the reduced load with an average grade of C. A student is removed from probation when he has made an average grade of C on a normal load for a semester.

A student who is placed on probation as the result of E and I grades will be removed from probation if the final report of the grades total points equal to one-half of the number of hours carried.

The dean of women and the dean of men administer the probation regulations governing the students enrolled in the University College.

**Classification of Students.** A student who has met entrance requirements is admitted to freshman rank in the University College. A student who has fulfilled the requirements of the University College, which include the completion of at least 25 semester hours, is ranked as a sophomore in a degree granting college; as a junior, when he has completed at least 55 semester hours; and as a senior when he has completed at least 87 semester hours. A student who has not fulfilled the requirements of the University College will remain enrolled and will have rank in the University College according to the number of hours he has completed, as explained above. When he is transferred to a degree granting college, he will have the rank determined by the number of hours completed.

A student over 21 years of age who has not met the entrance requirements is ranked as a special student in the college governing the majority of the courses for which he is enrolled.

A student who has received a degree and returns for undergraduate credit is enrolled as a special student in the college governing the majority of the courses for which he is enrolled.

A student who has been admitted to the Graduate College is enrolled as a graduate student. A graduate student is enrolled as a graduate-special if he is not working toward a master's degree at Ohio University.

**Transcripts.** A transcript of record is an official copy of a student's record which is issued upon request. Each student is entitled to one transcript free of charge. One dollar is charged for each additional transcript.

A student who wishes to transfer to another college or university should request the registrar's office to send an official transcript to the school.

## GRADUATION

**Application.** A candidate for a degree or a diploma must file his application for graduation in the registrar's office not later than the dates given in the university calendar. The diploma fee for a degree is \$5; for a two-year diploma, \$2.50. The penalty for application after the time assigned is \$1. If an applicant fails to meet the requirements for graduation, he is required to re-apply and pay \$1.

**Commencements.** Degrees and diplomas are granted at the end of each semester and summer session. Attendance at commencement is required. Commencement exercises, which include the granting of diplomas and the conferring of degrees, are held in June at the close of the second semester and in August at the close of the first summer session. Diplomas are mailed to the students at the close of the post-summer session and the first semester.

A student may be excused from commencement exercises by the permission of the president of the university and the dean of the college, and will be assessed a fee of \$5. Application for permission is made in the office of the dean of the college in which the student is enrolled.

**In Absentia.** A student who has been given permission to complete the requirements for a degree or a diploma in absentia will be expected to comply with the curriculum requirements and with all the graduation regulations with the exception of attendance at the commencement exercises. Students graduating in absentia will be designated on the commencement program.

**Honors.** A candidate for a bachelor degree who graduates with high scholastic average is distinguished on the commencement program by the notation "With highest honor" or "With high honor." A student who makes a scholastic average of 2.500 or above graduates "With highest honor." A student who makes a scholastic average below 2.500 and has an average of 2.000 or above graduates "With high honor." A transfer student is similarly distinguished if his entire record meets the requirements.

## ORGANIZATION

Ohio University as founded and conducted during the early years of its existence was a college devoted to the arts and sciences. It remained a liberal arts college throughout the nineteenth century with only gradual expansion and few changes in policy. By the turn of the century, however, a growing need for teachers called for a professional educational program. In 1902, Ellis Hall was completed and the university was expanded to include a college for the training of teachers. Meanwhile, the general tendency for higher education in many fields had been definitely manifesting itself in increased enrollment and the demand for a broader curriculum. This was particularly noticed in the fields of electrical engineering and commerce which had been introduced as early as 1890 and 1893 without perceptible effect upon the organization of the university.

In the years of constant growth that followed, the university at all times endeavored to keep pace with the growing need, until it became evident that the traditional division into a College of Liberal Arts and a College of Education was no longer representative of the broader curricula which had come to be offered in the university. In the autumn of 1935 the University College was established as an aid to freshmen in making the difficult adjustment from high school to college. Further reorganization has followed in accord with the enlarged offerings until at present the university comprises the following:

THE UNIVERSITY COLLEGE

THE COLLEGE OF ARTS AND SCIENCES

THE COLLEGE OF EDUCATION

THE COLLEGE OF COMMERCE

THE COLLEGE OF APPLIED SCIENCE

THE COLLEGE OF FINE ARTS

THE GRADUATE COLLEGE

PHYSICAL WELFARE

MILITARY SCIENCE AND TACTICS

EXTENSION DIVISION

SUMMER SESSIONS

## COLLEGES AND DIVISIONS

While various curricula are offered in different colleges of the university, there is no division into mutually exclusive compartments. University work leading to each of the various degrees is a unified and connected whole. The requirements for a particular degree are set up and administered by a college and students are not only permitted but are required to take courses that are administered by other colleges than the one in which they are registered. No college may exclude a student of another college from any course for which the student has met the necessary prerequisites.

When a student's high school preparation has been adequate and he does college work of average grade or better, he should be able to complete the requirements for any of the bachelor's degrees in four years. In most cases such a degree means the completion of a minimum of 124 semester hours (a semester hour is the equivalent of one recitation a week throughout a semester) and the attainment of 124 scholastic points. A student will, in general, meet the program of the University College, satisfy the requirement in physical welfare or military science, and complete the specific requirements of the college in which he is a candidate for a degree in four years. The minimum resident requirement is two semesters or the equivalent in summer sessions. The student must be in residence during the session in which the degree is granted.

A transfer student will be required to meet the designated requirements for a degree and to complete at least 30 semester hours of residence and 30 scholastic points at Ohio University.

All students in the University College have as a requirement a year's course in physical welfare, or military science (optional with men), carrying credit of one hour each semester. All students who are candidates for degrees will continue such work a second year with one hour credit each semester.

A student who has registered in one undergraduate degree college may later wish to change to another college. Such a change may be made only with official approval of the Executive Committee of the university and upon payment of the two-dollar transfer fee. In such cases the degree requirements of the college to which the transfer is made must be fully met before a degree will be conferred.

A student who desires a second bachelor's degree must complete a year's work, 30 semester hours and 30 scholastic points, and one semester of residence.

### STATE DEPARTMENT OF EDUCATION REQUIREMENTS FOR CERTIFICATION TO TEACH IN OHIO

A student who desires to teach should normally enroll in the College of Education. Students in other colleges of the university may qualify for teaching in secondary schools by electing the requirements of the State Department of Education of Ohio. Attention should also be given to the general and specific prerequisites of the College of Education for student teaching.

Students who wish to teach in other states should also consult the teaching requirements of that state.

# CERTIFICATION REQUIREMENTS

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## REQUIREMENTS IN THE FIELD OF EDUCATION

Subjects	H. S.	Elem.	Special
	Semester Hours		
Administration, Organization, Management (6 observations)---	2 or 3	2 or 3	2 or 3
Educational Psychology _____ (Prerequisite: a course in General Psychology)	2 or 3	2 or 3	2 or 3
Methods (8 observations) _____	2	6	2 to 4
Principles of Teaching (6 observations) _____	2 or 3	2 or 3	2 or 3
Student Teaching (number of hours determined by the attainment and proficiency of the student) _____	3 to 5	3 to 5	3 to 5
Art _____	2		
Physical Education _____		2	
Public School Music _____		3	
Electives:			
Educational Sociology _____	2 or 3		
History of Education _____	2 or 3		
Introduction to Teaching _____	2 or 3		
School Law _____	2 or 3		
Tests and Measurements _____	2 or 3		
Any other educational course _____	2 or 3		
Total professional requirements _____	17 to 19	24 to 26	17 to 19

## REQUIREMENTS FOR TEACHING MAJORS AND MINORS IN ACADEMIC SUBJECTS

Teaching Fields & High School Units	TEACHING MAJOR 18 SEM. HRS.	TEACHING MINOR 12 SEM. HRS.	QUALIFIES TO TEACH*
English—3 units	Required 12 sem. hrs.	Required 6 sem. hrs.	Comp. & Rhetoric
	Eng. Comp. _____ 6	Eng. Comp. _____ 3	American Lit.
	Eng. & Am. Poetry _____ 3	Eng. or Am. Prose or Poetry _____ 3	English Lit.
	Eng. & Am. Prose _____ 3		Classics
	Elective 6 sem. hrs. in literature, public speak- ing, any other English or in required subjects.	Elective 6 sem. hrs.	Lib. Sci. and speech, if included in major or same as major elective.
History—2 units	Required 12 sem. hrs.	Required 6 sem. hrs.	
	World History _____ 3	World History _____ 3	History
	Am. History _____ 3	Am. History _____ 3	Political Science
	Government or Pol. Science _____ 3		Civics
	Modern Trends _____ 3		Government
	Elective 6 sem. hrs. in any other branch of secular history or in required subjects.	Elective 6 sem. hrs.	Social Civics
Foreign Language 2 units	18 semester hours in one language in usual sequence.	12 semester hours in one language in usual sequence.	Subject in which prep- aration has been made.
Mathematics— 2 units	Required 9 sem. hrs.	Required 6 sem. hrs.	Arithmetic
	Col. Alg. _____ 3	Col. Alg. _____ 3	Com. Arithmetic
	Col. Geom. _____ 3	Col. Geom. _____ 3	Algebra
	Trig. _____ 3		Geometry
	Elective 9 sem. hrs. in any higher math., as- tronomy, com. arith., statistics, or in re- quired subjects.	Elective 6 sem. hrs.	same as major elective.

\*Students who fulfill the requirements may also teach in the grades if the work is departmentalized.

Teaching Fields & High School Units	TEACHING MAJOR 18 SEM. HRS.	TEACHING MINOR 12 SEM. HRS.	QUALIFIES TO TEACH*
Science	Required 9 sem. hrs. Zoology -----3 Botany -----3 or Gen. Biology -----6	Required 6 sem. hrs. in zoology, botany, general biology or any combination of the three.	Biology Zoology Botany Physiology
Biological Science—1 unit	Physiology, Hygiene or Agri. -----3 Elective 9 sem. hrs. in entomology, bacteriology, or in required subjects.	Elective 6 sem. hrs. same as major elective.	Hygiene General Science Agriculture, if included in college work.
Earth Science—1 unit	Required 12 sem. hrs. Geology -----3 to 9 Geography -----3 to 9 Elective 6 sem. hrs. or in required subjects.	Required 6 sem. hrs. Geology -----3 Geography -----3 Elective 6 sem. hrs. same as major elective.	Geography Com. Geography General Science Geology
Physical Science—1 unit	Required 12 sem. hrs. Physics -----6 Chemistry -----6 Elective 6 sem. hrs. in physics, related subjects, physical science, or any branch of chemistry or in required subjects.	Required 6 sem. hrs. Physics -----3 Chemistry -----3 Elective 6 sem. hrs. same as major elective.	Physics Chemistry General Science
Social Science— 1 unit of hist. or geog.	Required 9 sem. hrs. Economics -----3 Sociology -----3 Ethics, philosophy, logic; any one or any combination -----3 Elective 9 sem. hrs. in Econ. Geog. Social Civics Indus. History Commercial Geog. Industrial Geog. or in required subjects.	Required 6 sem. hrs. Economics -----3 Sociology -----3 Elective 6 sem. hrs. same as major elective.	Economics Sociology Guidance Civics, econ. geog., ind. geog., com. geog., if included in college work.

Notes: Methods courses in any of these subjects may be counted in computing majors and minors.

If the applicant has more than 16 units of high school credit, an excess of credit in any subject may be used toward a minor in that field at the rate of 3 semester hours per unit of such excess. Conversely, 3 semester hours of collegiate credit in any subject may be offered in lieu of each unit of the high school prerequisite in that subject.

\*Students who fulfill the requirements may also teach in the grades if the work is departmentalized.

## REQUIREMENTS FOR TEACHING MAJORS AND MINORS IN SPECIAL SUBJECTS

The major requirements involve completion of a college major of not less than 40 semester hours in the field (music, 60 semester hours).

The minor requirements are as follows:

Home Economics—Including foods, clothing, home making, and methods\_\_\_\_\_18 sem. hrs.

Commercial Subjects—Including bookkeeping (9 hours), stenography (6 hours), typing (3 hours), methods of teaching bookkeeping, stenography, and type-writing (2 hours) \_\_\_\_\_20 sem. hrs.

Physical Education—Including the principles, organization, and administration of health and physical education (4 hours), theory and practice of physical education including activities other than athletics such as games of low organization, stunts, apparatus, tumbling, swimming, elementary school activities, dancing, etc. (4 hours), theory and practice of physical education including athletic coaching in intramural and inter-scholastic athletics in (men) football, soccer, speedball, basketball, baseball, tennis, track, (women) soccer, volleyball, hockey, basketball, baseball, tennis, track (4 hours), health education including the teaching of health and school health problems (4 hours) \_\_\_\_\_16 sem. hrs.

Manual Arts—Including woodworking, metal working, general shop, and methods 16 sem. hrs.

Fine Arts—Freehand drawing (6 hours), painting (3 hours), design (3 hours), art appreciation (2 hours), methods of teaching art (3 hours) \_\_\_\_\_17 sem. hrs.

Music—Including sight singing, ear training and elementary theory (4 hours), history and appreciation (4 hours), special methods including observation in music (6 hours), ensemble (glee club, chorus, orchestra, band), and applied music (4 hours) \_\_\_\_\_18 sem. hrs.

## THE UNIVERSITY COLLEGE

The University College is organized primarily for students regularly matriculating as freshmen in Ohio University. It was established in 1935, with the view of helping the incoming student make his adjustments to college life rapidly and effectively. The college continues the general education of the student and offers effective preparation and guidance for the choice of the fields in which to specialize during the succeeding years of college life. The trend toward such an organization for freshmen is not new. An important feature at Ohio University is the provision for counselors whereby every student in the University College receives the personal advice and friendly counsel of a member of the faculty. This counseling program is of paramount importance to the successful achievement of the objectives of the University College.

There are two divisions of the University College, a men's division and a women's division. The men's division functions under the direction of the dean of men, assisted by an executive committee; the women's division functions under the direction of the dean of women.

The training received in high school and in the University College is regarded as a unit. The objective is to insure that in this five-year period every student shall attain a minimum foundation of substantial general education. The standard now established for the high school period of four years plus the University College year includes a minimum program as follows:

- Five years of English
- Three years of laboratory sciences
- Three years of social sciences
- Two years of mathematics
- Two years of foreign languages.

One year of college mathematics, one year of college foreign language, and one year of college laboratory science are regarded for this purpose as the equivalent of two units of high school work. Students who enter the university with less than four units of English may satisfy the five-year requirement by passing the regular course in freshman English.

Registration in the University College takes place on the day preceding upperclass registration and is conducted by a special group of faculty members known as deputy registrars. Students enrolling in the two-year courses will be registered by special deputy registrars. Students continue as members of the University College until all requirements are fulfilled. Should unfulfilled requirements make it necessary to remain in the University College after the first year, the student may pursue studies in the field of his choice without restriction except for the courses which meet the unfulfilled requirements. Students on scholastic probation remain in the University College until probation is removed. It is necessary for the student to complete one full year of University College work with at least half as many scholastic points as semester hours carried before he is admitted to an undergraduate degree college.

The normal and desirable freshman program includes courses in English,

social sciences, laboratory sciences, foreign languages, and mathematics. When a student has completed the number of years required in all the fields except English, the program of studies for his freshman year shall include courses selected from at least three of the five fields. A freshman will register for not more than one three-hour vocational or technical subject in a department, since the freshman year should be devoted to general training rather than to vocational pursuits. The foundation of general education laid during this year should enable the student to make a deliberate and wise choice as to his future course and to take his place naturally as a mature member of the university community. Normally the student will be able to complete his work for a degree in any one of the undergraduate degree colleges in three additional years.

**Two-Year Diploma in Education.** Freshmen who desire to enroll in the two-year diploma courses in education are registered in the University College under curricula determined by the College of Education.

**Elective Study.** There is also offered in the University College an opportunity for elective study for special students who expect to remain in college only one or two years, and who do not expect to complete curricula leading to degrees. This arrangement provides for such students an opportunity to choose subjects of study suited to their individual desires and needs. All course requirements are removed in the two years of elective study except those in English composition and physical welfare. Women students will also take a one-hour course in College Problems. Men students may substitute military training for physical welfare.

Admission to the two years of elective study is based upon the requirements which govern admission to the University College, including the regular college ability test. Students under twenty-one years of age must also obtain permission for admission to elective study from parent or guardian and present a written statement of approval with their application.

Men and women who are twenty-one or more years of age and who have not completed fifteen units of high school work will be admitted to elective study upon the recommendation of the respective dean of the University College in consultation with the instructor in the subject in which work is desired. Such persons will be enrolled in regular classes, and will receive the same instruction and be subject to the same standards as other students. Applicants for admission under this provision must present satisfactory evidence that they are at least twenty-one years of age. Students admitted to elective study may choose any subjects they wish, provided they have satisfied the stated prerequisites.

At the beginning of any semester a student enrolled for elective study who has completed fifteen units of high school work may transfer to a course leading to a degree. When this is done, the student must choose subjects which meet the admission and course requirements of the degree sought, including those of the University College. Students who have completed 64 semester hours of credit in elective study and who desire to continue their work at Ohio University are required to enroll as candidates for degrees and to conform to the course requirements for such degrees.

## COLLEGE OF ARTS AND SCIENCES

The College of Arts and Sciences aims primarily to offer opportunities for what is commonly called a liberal education in contrast with professional or vocational training provided by the other colleges. It also affords opportunities for pursuit of most of the less strictly technical subjects which occupy the attention of students enrolled elsewhere in the university. It is in this way a service college for the whole of the university. Students from the other colleges are admitted to its courses on the same basis as are students registered in the College of Arts and Sciences.

As an undergraduate degree college with conscious emphasis on breadth of training, which is its primary aspect, the College of Arts and Sciences offers two degrees, the Bachelor of Arts and the Bachelor of Science. Both degrees are characterized by a considerable spread of interests. They not only permit specialization, but indeed require sufficient concentration in major and minor fields to insure some degree of mastery in a particular field.

In general, the distinction between the curricula for the two degrees in the College of Arts and Sciences lies in the fact that for the Bachelor of Arts degree greater emphasis is placed upon the old and new humanities, such as English, foreign languages and literatures, and the social sciences; whereas for the Bachelor of Science degree, the chief emphasis is placed upon the natural sciences and related fields.

Candidates for the degrees of Bachelor of Arts and Bachelor of Science will complete a minimum of 124 semester hours and 124 scholastic points. The total hours include the requirements of the University College, four semester hours of physical welfare or military science, and three years of work comprising approximately 94 semester hours under the direction of the College of Arts and Sciences.

**BACHELOR OF ARTS.** The general requirements for the degree of Bachelor of Arts are listed below. At least 60 semester hours of credit toward the degree must be in courses numbered 100 to 395 of which at least 20 semester hours must be in courses numbered 200 to 395. Not more than 45 semester hours in any subject or field are counted toward the degree requirements.

1. English: English Composition (6-10)\* and Sophomore English Literature (6). See Note.
2. Foreign Language: The equivalent of three full college years, (6-8)\* each year. See Note.

Students who enter with less than two units of foreign language will be required to take three years of foreign language, with at least two years in one language.

Students who enter with two or more units of foreign language will be required to take two years of foreign language. Exceptions: Students who enter with four or more units may fulfill the requirement by continuing in one language for one year. Students who have had four or more units which include two of French or Spanish may elect Italian for one year; those who have had Latin may elect Greek.

3. Science:
  - \*Biological laboratory science, one year (6-8)
  - \*Physical laboratory science, one year (6-8).
4. Social Sciences:
  - Economics or \*government (6)
  - Sociology or \*history (6)
  - Philosophy or \*psychology (6), (\*mathematics (6-8) may be substituted).
5. The Group and Subject Major: The major requirement includes 36 semester hours in a group with not fewer than 20 semester hours in a single field or subject. See Note.
6. The Group and Subject Minor: The minor requirement includes 18 semester hours in another group with not fewer than 12 semester hours in a single field or subject. See Note.

The fields of instruction (in some cases subjects only are included) are grouped as follows:

1. Language, Literature, Fine Arts, and Journalism Group:  
Archaeology, English, French, German, Greek, Italian, Latin, and Spanish; dramatic art, music, painting and allied arts; journalism.
2. Natural Science and Related Science Group:
  - a. Biological sciences — botany, psychology 109, 201, and 207, zoology.
  - b. Physical sciences — chemistry, geography and geology 1, 2, 125-126, 127, and 201, mathematics 112 (astronomy), physics.
  - c. Related sciences — agriculture, engineering, home economics, mathematics (not included above), industrial arts.
3. Social Science Group:  
Commerce, economics, education, government, history, philosophy, physical welfare, psychology (not included above), sociology.

**BACHELOR OF SCIENCE.** The general requirements for the degree of Bachelor of Science are the same as those for the degree of Bachelor of Arts with the following exceptions:

1. At least 18 semester hours of the major shall be in courses numbered 200 to 395.
2. The requirement in modern foreign language (French or German preferred) may be met by the equivalent of two full years of any modern foreign language, or a demonstration, by special examination, of a reading knowledge of a foreign language equivalent to that resulting from four college semesters of study. (Permission to take the special examination must be secured from the registrar.)
3. The major requirement is not fewer than 36 semester hours in mathematics and the biological sciences or in mathematics and the physical sciences.

\*May be taken in the University College.

Note: Neither English Composition nor the beginning or first year of a foreign language will count toward the hours required in the respective major or minor, and no course in teaching techniques will count toward any major or minor requirement.

**Students Who Desire to Teach.** Students who desire to teach normally enroll in the College of Education. A student, however, who desires to receive the degree of Bachelor of Arts or Bachelor of Science can qualify for high school teaching by completing the requirements for certification as given on page 46.

**Pre-professional Curricula.** The Bachelor of Arts degree or the Bachelor of Science degree is granted to a student in the College of Arts and Sciences who has completed the requirements of the freshman, sophomore, and junior years (94 semester hours and 94 scholastic points), who enrolls in an accredited professional school of law, medicine, or dentistry, and who completes a full year's work with a C average and no failures and is advanced without condition to the second year.

**Pre-law Students.** Students preparing for the study of law are advised to secure a broad cultural education. If the student can decide early what law school he wishes to attend, he may plan to study the particular subjects recommended by that school.

**Pre-medical Students.** The curriculum for pre-medical students covers the minimum requirements for admission to a medical college. The minimum requirements are the completion of 60 semester hours of college work, which include: general inorganic chemistry, organic chemistry, physics, general biology or zoology, comparative anatomy, embryology, English, and a reading knowledge of either French or German, the latter preferred. Most medical colleges require additional courses in the sciences. It is rarely possible to complete the collegiate preparation in less than three years. Students are urged to complete, whenever possible, a four-year course leading to a degree. A student should possess a liberal culture such as is gained from a thorough acquaintance with English literature and from a knowledge of the social sciences and foreign languages. Some medical colleges require the Bachelor of Arts degree for admission.

**Pre-medical Curriculum.** The University College program should, if possible, include:

	Hours		Hours
Chem. 1-2 or 3-4 General Chemistry----- Fr. or Ger. 1-2 Beginning-----	8 8	Zool. 3-4 General Zoology-----	6
<b>Sophomore Year</b>			
Chem. 115, 119 Organic Chemistry----- Greek 127 Greek Words----- Zool. 107 Principles of Heredity-----	5 2 3	Zool. 112 Comparative Vertebrate Anatomy ----- * Electives -----	4 18
<b>Junior Year</b>			
Chem. 109 Quantitative Analysis ----- Physics 3, 4 Introduction to Physics----- Zool. 201 **Vertebrate Embryology-----	4 8 4	Zool. 216 Animal Parasites ----- Electives -----	4 12
<b>Senior Year</b>			
Zool. 135 Principles of Physiology----- Zool. 143 General Bacteriology ----- Zool. 202 ***Mammalian Anatomy -----	4 4 4	Zool. 206 Comparative Invertebrate Physiology or Mammalian Physiology ----- Electives -----	4 16

**Pre-dental Curriculum.** The University College program should, if possible, include:

Chem. 1-2 or 3-4 General Chemistry ----- Fr. or Ger. 1-2 Beginning -----	8 8	Zool. 3-4 General Zoology -----	6
<b>Sophomore Year</b>			
Chem. 115, 119 Organic Chemistry ----- Physics 3, 4 Introduction to Physics-----	5 8	Zool. 112 Comparative Vertebrate Anatomy ----- * Electives -----	4 15

## Junior Year

	Hours		Hours
Chem. 105 Qualitative Analysis	3	Zool. 207 Mammalian Physiology	1
Zool. 107 Principles of Heredity	3	*	Electives
Zool. 135 Principles of Physiology	4		18

**Pre-nursing Curriculum.** The pre-nursing curriculum is arranged for students who wish to obtain a college degree and also become registered nurses. Ohio University has an arrangement with Grant Hospital Training School for Nurses, Columbus, Ohio, which enables a student to complete in five years and four months the requirements for a college degree and for the title of Registered Nurse. These requirements can be met by completing a three-year curriculum at Ohio University and two years and four months of training at Grant Hospital School for Nurses.

The University College program should, if possible, include:

Chem. 1-2 or 3-4 General Chemistry	8	Zool. 3-4 General Zoology	6
Fr. or Ger. 1-2 Beginning	8		

## Sophomore Year

Chem. 115, 119 Organic Chemistry	5	Zool. 115 Elements of Anatomy	2
H. Ec. 22 Economics of Foods	3	*	Electives
Zool. 107 Principles of Heredity	3		16

## Junior Year

H. Ec. 225 Dietetics	3	Zool. 143 General Bacteriology	4
H. Ec. 229 Nutrition in Disease	2	Zool. 210 Biological Chemistry	4
Zool. 125 Elementary Physiology	4	*	Electives

\*See requirements for the Bachelor of Arts degree or the Bachelor of Science degree.

\*\*Students taking the four-year course should defer this to the last year.

\*\*\*Students leaving at the end of the third year should elect this in the third year.

**Medical Technology Curriculum.** A course in medical technology trains students in the laboratory methods used in hospitals, physicians' offices, public health bureaus, and other laboratories concerned with medical diagnosis and investigation.

Technologists who wish to be recognized by the American Society of Clinical Pathologists must have had university training in appropriate subjects as a basis for practical hospital training. Students who complete satisfactorily the curriculum receive the degree of Bachelor of Science. Three years are devoted entirely to university instruction; during the fourth year the student receives practical hospital training in addition to university instruction.

The University College program should, if possible, include:

Chem. 1-2 or 3-4 General Chemistry	8	Zool. 3-4 General Zoology	6
Fr. or Ger. 1-2 Beginning	8		

## Sophomore Year

Chem. 115, 119 Organic Chemistry	5	Zool. 128 Histology	4
Zool. 107 Principles of Heredity	3	*	Electives
Zool. 115 Elements of Anatomy	3		17

## Junior Year

Physics 3-4 Introduction to Physics	8	Zool. 212 Pathogenic Bacteriology	4
Zool. 125 Elementary Physiology	4	Zool. 216 Animal Parasites	4
Zool. 143 General Bacteriology	4	*	Electives
Zool. 210 Biological Chemistry	4		6

## Senior Year

Chem. 109 Quantitative Chemistry	4	*	
Zool. 133 Animal Microtechnic	3		Electives
Zool. 145 Clinical Technic	4		Hospital Residence

\*See requirements for the Bachelor of Science degree.

## THE COLLEGE OF EDUCATION

The College of Education is devoted to the education of men and women who intend to enter the fields of teaching and educational administration. Its aim is a fully rounded preparation for the profession of teaching, and its curricula are intended to prepare students for teaching in elementary schools, high schools, and colleges, and for the positions of school administrators, supervisors, and supervising critics. Its program of academic and professional study, including laboratory practice, is built about a fundamental belief in standards of the highest type designed to prepare teachers who will have adequate knowledge of their special fields, who will understand professional theory and how to apply it, and who will have attained a degree of skill which will enable them to go into the profession under circumstances favorable to immediate success, even as beginning teachers.

The degree of Bachelor of Science in Education is granted upon the completion of curricula covering a course of four years with specialization in elementary education, in any of the academic fields for teaching in high school, or in the special subjects of art, industrial arts, home economics, physical welfare, commerce, or music. Candidates for the degree will complete a minimum of 124 semester hours and 124 scholastic points.

Candidates for the degree of Bachelor of Science in Education must complete certain general requirements and other specialization requirements called majors. Subjects completed in the University College (freshman year) may in part satisfy general requirements and the requirements in the major. In addition to the major, the student is required to complete at least one minor with a minimum of 15 semester hours. All specified requirements of the Department of Education of Ohio must be met in the majors and minors.

In addition to courses leading to the degree, two-year diploma courses are offered for those who desire to become kindergarten-primary, intermediate grade, or county school teachers. The two-year course requirements include the completion of specified courses, 64 hours, and 64 points for the diploma.

All graduates of the university with the degree of Bachelor of Science in Education or one of the two-year diplomas are eligible to receive the four-year provisional certificate to teach in the schools of the state for which the specific course gave preparation.

### STUDENT TEACHING AND OBSERVATION AND PARTICIPATION

The College of Education specifies 3 semester hours of observation and participation and from 4 to 8 semester hours of student teaching in the requirements outlined for the degree of Bachelor of Science in Education and for a two-year diploma. Student teaching credit may be transferred from accredited colleges, but will not fully satisfy the requirements. In no case shall fewer than 2 or 3 semester hours of student teaching in the training schools of the university satisfy this requirement. Student teaching reservations should be made before the opening of the semester or summer session in which the work is to be completed. Reservation blanks can be secured from the Director of Teacher Training, Ohio University.

**General prerequisites for student teaching:**

1. At least C average in English Composition or C grade in the last semester of English Composition
2. Demonstrated ability to write and speak English correctly and effectively

**Specific prerequisites for student teaching in the elementary school:**

1. Completion of at least 32 semester hours of the outlined course including prerequisite requirements with at least a C, or one point scholastic average
2. A scholastic average of C, or one point, in all professional courses
3. A score of at least 80 on the Ayers Scale for Handwriting

**Specific prerequisites for student teaching in the high school:**

1. Completion of 90 semester hours of the outlined course with at least C, or one point scholastic average
2. Completion of not fewer than 16 semester hours with the grade of C in the subject in which the student wishes to teach
3. Completion of the following courses in education with at least C, or one point scholastic average:

Ed. 130 Principles of Secondary Education (3)  
Ed. --- Teaching Techniques (in subject he wishes to teach) (2)  
Psy. 5 Educational Psychology (3)  
Ed. 180 or 182 High School Observation and Participation (3)  
Ed. 240 or 230 School or High School Administration (3)  
Ed. 131 \*Educational Measurements (2)

\*Not required of majors in art, commerce, home economics, industrial arts, mathematics, music, or physical welfare.

### TRAINING SCHOOLS

**Elementary.** Student teaching is done in the kindergarten and the elementary grades of the Rufus Putnam School maintained by the university. The enrollment is not selective and the school is a typical school. The equipment compares favorably with that in the best city schools. Facilities for elementary teaching are also available in The Plains Elementary School at The Plains, a community four miles from Athens, and in the Mechanicsburg School, two miles from Athens. A supervising critic is in charge of each room of these elementary schools.

A unit of the Rufus Putnam School is equipped for practice in Special Education. A group of from twelve to sixteen children is carefully selected from the schools of Athens. Opportunity is afforded for individual diagnosis of problem children.

**Junior High School.** Students who are preparing for teaching in the upper grades or junior high school do their student teaching in the Athens Junior High School, which has an enrollment of about 400 students, or in The Plains High School.

**Senior High School.** Students who are preparing for high school teaching do their student teaching in the Athens High School or in The Plains High School. The Athens Senior High School has an enrollment of about 350 students and is located a short distance from the campus. The arrangements with the Athens High School and The Plains High School provide unusual facilities for all phases of high school teaching.

Transportation to the Mechanicsburg and The Plains Schools is furnished by the university without cost to the students.

## BACHELOR OF SCIENCE IN EDUCATION—General requirements

1. Education:	For high school academic or special subject majors:		
	Hours	Hours	Hours
---	History of Education	3	180 or 182 Observation and Participation
---	Teaching Techniques	2-8	181 or 183 Student Teaching
130	Principles of Education	3	240 or 230 School or High School Administration
131	Tests and Measurements	2	
For elementary education majors:			
111	Elementary Education	6	171 or 175 Observation and Participation
---	Teaching Techniques	4-12	172 and 173, 176, or 178 Student Teaching
150	History of Modern Elementary Education	3	
2. English:			
3-4	English Composition	6	125, 127, 128, or 130 English and American Literature
3. Foreign Language:	2 high school units or 8 semester hours.		
4. Physical Welfare:	4 semester hours (military science 1-2 may be substituted for 2 semester hours)		
5. Psychology:			
1	General Psychology	3	*5 Educational Psychology
6. Science and Mathematics:			
For high school academic or special subject majors: biological sciences, physical sciences, or mathematics (2 semesters in one subject)			6-10
For elementary education majors: botany 5, 6			6
7. Social Sciences: economics, geography, government, history, philosophy, or sociology (6 semester hours in one subject)			12

## BACHELOR OF SCIENCE IN EDUCATION—Requirements for majors

## Agriculture

Select 27 semester hours in agriculture:			
Ag. 1 General Agriculture	3	Ag. 121 Types and Breeds of Farm Animals	3
Ag. 3, 4 Forestry	6	Ag. 124 General Dairying	3
Ag. 102 Vegetable Gardening	3	Ag. 127 Types, Breeds, and Management of Poultry	3
Ag. 103 Fruit Growing	3	Ag. 131, 132 Floriculture and Greenhouse Management	4
Ag. 104 Small Fruits	3	Ag. 135 Farm Management	3
Ag. 109 Ornamental Horticulture	3	Ag. 141 or 142 Evolution and Heredity	3
Ag. 111 Rural Economics	3		
Ag. 116 Field Crops	3		
Additional requirements:			
Bot. 1, 2 or 101, 102 Freshman or General Botany	6	Chem. 1-2 or 3-4 General Chemistry	8
		Ed. 168a Teaching of Agriculture	3

## Biology (see Botany and Zoology)

## Botany

Bot. 1, 2 or 101, 102 Freshman or General Botany	6	Bot. 5, 6 General Biology	6
		Bot. Approved electives	10

## Additional requirements:

Chem. 1-2 or 3-4 General Chemistry	8	Zool. 3-4 General Zoology	6
Ed. 168b Teaching of Botany or Ed. 168g Teaching of General Science	2		

## Chemistry

Chem. 1-2 or 3-4 General Chemistry	8	Chem. Approved Electives	12-14
Chem. 115-116 Organic Chemistry	6		
Additional requirements:			
Ed. 168a Teaching of Chemistry and Laboratory Practice	2-4	Physics 3, 4 Introduction to Physics or Physics 113, 114 General Physics	8
Math. 1 Elementary Algebra or Math. 5 Freshman Mathematics	5		

\*Child Psychology is required for Kindergarten-primary majors.

## Commerce — Accounting

	Hours	Hours	
Act. 75-76 Elementary Accounting	6	Ec. 101-102 Principles of Economics	6
Act. 125 Intermediate Accounting	3	Fin. 101 Money and Credit	3
Act. 156, 175, 195, 224 Accounting	6	Fin. 121 Business Finance	3
B. Law 155-156 Business Law	6	Mkt. 15 Economic Geography	3
B. Mgt. 15 Introduction to Business		Sec'l. S. 151 Dictation and Transcription	
Management or		Sec'l. S. 180 Operation of Office Machinery	1-2
B. Mgt. 211 Industrial Management or		Com. Approved electives	3
B. Mgt. 271 Business Policy or			
Ec. 244 Personnel Administration	3		
Additional requirement:			
Ed. 161b Teaching of Bookkeeping	2		

## Commerce — Accounting and Secretarial Studies

Act. 75-76 Elementary Accounting	6	Mkt. 15 Economic Geography	3
Act. 125 Intermediate Accounting	3	Sec'l. S. 15-16 Typewriting	4
Act. 156 Accounting Systems	3	Sec'l. S. 31-32 Shorthand	6
B. Law 155-156 Business Law	6	Sec'l. S. 120 Business Letter Writing	3
B. Mgt. 15 Introduction to Business		Sec'l. S. 151 Dictation and Transcription	5
Management or		Sec'l. S. 180 Operation of Office Machinery	1-2
B. Mgt. 211 Industrial Management or		Com. Approved electives	3
B. Mgt. 271 Business Policy or			
Ec. 244 Personnel Administration	3		
Fin. 101 Money and Credit	3		

Additional requirement:

Ed. 161a, 161b, 161s, 161t Teaching Techniques (2)

## Commerce — Retail Selling

Act. 75-76 Elementary Accounting or		Mkt. 155 Marketing Principles	3
Act. 101-102 Secretarial Accounting	6	Mkt. 171 Principles of Personal Selling	2
Adv. 155 Advertising Principles	3	Mkt. 201 Retailing	3
Adv. 186 Retail Advertising	3	Mkt. 205 Economics of Fashion	2
B. Mgt. 15 Introduction to Business		Mkt. 257 Retail Selling Problems	2
Management	3	Mkt. 260 Store Practice	5
Ec. 101-102 Principles of Economics	6		
Additional requirements:			
H. Ec. 256 Economics of Consumption	3	Psy. 4 Business Psychology or	
P. & A. Arts 25 Art in Everyday Life	2	Psy. 6 Psychology of Advertising	3
P. & A. Arts 148 Principles of Art in			
Advertising	2		

## Commerce — Secretarial Studies

B. Law 155 Business Law	3	Sec'l. S. 151 Dictation and Transcription	5
Fin. 101 Money and Credit	3	Sec'l. S. 171,172 Secretarial Theory	3
Mkt. 15 Economic Geography	3	Sec'l. S. 175 or 176 Secretarial Practice	4
Sec'l. S. 15-16 Typewriting	4	Sec'l. S. 185 Office Management	2
Sec'l. S. 31-32 Shorthand	6	Com. Approved electives	6
Sec'l. S. 120 Business Letter Writing	3		

Additional requirements:

Ed. 161s Teaching of Shorthand 2 Ed. 161t Teaching of Typewriting 2

## Commerce — Social Business

Act. 75-76 Elementary Accounting	6	Fin. 106 Banking Principles	3
Adv. 155 Advertising Principles	3	Fin. 121 Business Finance	3
B. Law 155-156 Business Law	6	Mkt. 15 Economic Geography	3
B. Mgt. 15 Introduction to Business		Mkt. 155 Marketing Principles	3
Management	3	Sec'l. S. 120 Business Letter Writing	3
Ec. 205 Transportation	3	Com. Approved electives	4

## Dramatic Art

Dr. Art Approved electives 22

Additional requirement:

Ed. 162h Teaching of High School Dramatics (2)

## Economics

Ec. 101-102 Principles of Economics	6	Ec.	Approved electives	16
Additional requirements:				
Ed. 169s Teaching of Social Science	2	Soc.	Approved electives	6

## Elementary Education — Intermediate Grades

	Hours	Hours	
Ed. 60i Teaching of Art -----	1	Ed. 256 Progressive Education -----	3
Ed. 63b Teaching of Reading -----	2	Geog. 150 Geography and Environment -----	3
Ed. 641 Teaching of Language -----	2	Mus. 1 Music Fundamentals -----	2
Ed. 63i Teaching of Arithmetic -----	3	Mus. 125 Music Appreciation -----	1
Ed. 166g Teaching of Music in the Grades -----	1	P. & A. Arts 3 Art Fundamentals -----	2
Ed. 167p Teaching of Physical Welfare -----	1	P. & A. Arts 157 Art Appreciation -----	1
Ed. 169g Teaching of Geography -----	3	P. W. 22 Personal and Public Health -----	3
Ed. 211 Elementary Curriculum -----	3	Psy. 203 Mental Measurements -----	3
Ed. 240 School Administration -----	3	Soc. 3 Educational Sociology -----	2

## Elementary Education — Kindergarten-Primary

Ed. 1 Play and Play Materials -----	2	Ed. 202 Current Problems in Kinder- garten-primary Education -----	3
Ed. 2 Literature for Early Childhood -----	3	Geog. 150 Geography and Environment -----	3
Ed. 60e Teaching of Art for Early Childhood -----	1	Mus. 1 Music Fundamentals -----	2
Ed. 63a Teaching of Reading -----	2	Mus. 125 Music Appreciation -----	1
Ed. 101 Activities for Early Childhood -----	3	Mus. *Piano -----	2
Ed. 166g Teaching of Music in the Grades -----	1	P. & A. Arts 3 Art Fundamentals -----	2
Ed. 201 Kindergarten-primary Cur- riculum -----	3	P. & A. Arts 157 Art Appreciation -----	1
		P. W. 22 Personal and Public Health -----	3
		Psy. 203 Mental Measurements -----	3
		Soc. 3 Educational Sociology -----	2

\*Not required for primary grade teachers.

## Elementary Education — Special Education

Ed. 63b Teaching of Reading -----	2	Mus. 1 Music Fundamentals -----	2
Ed. 641 Teaching of Language -----	2	Mus. 125 Music Appreciation -----	1
Ed. 166g Teaching of Music in the Grades -----	1	P. & A. Arts 3 Art Fundamentals -----	2
Ed. 167p Teaching of Physical Welfare -----	1	P. & A. Arts 103 Practical Design or Ed. 101 Activities for Early Child- hood -----	2 or 3
Ed. 169g Teaching of Geography -----	3	P. & A. Arts 157 or 158 Art Appreciation -----	1
Ed. 221 Organization of Special Classes -----	2	P. W. 22 Personal and Public Health -----	3
Ed. 222 Diagnosis and Remedial Instruction -----	2	Psy. 203 Mental Measurements -----	3
Ed. 223 Curriculum for Special Classes -----	3	Psy. 212 Abnormal Psychology or Psy. 116 Psychology of Individual Differences -----	2
Ed. 240 School Administration -----	3	Psy. 225 Minor Problems -----	2
Ed. 246 Supervision of Instruction -----	3		
Geog. 150 Geography and Environment -----	3		

## English

Eng. 3-4 English Composition -----	6	Eng. Approved electives -----	16
Eng. 125, 127, 128, or 130 -----	6		

Additional requirement:

Ed. 164a, b Teaching of English in Senior High School (4)

## French

Fr. 1-2 Beginning French -----	8	Fr. Approved electives -----	10-14
Fr. 101-102 Intermediate French -----	8		
Fr. 119 or 120 French Civilization (2) and Fr. 215 French Phonetics (2) and			
Ed. 165f Teaching of French (2) or Ed. 165o, p Teaching French and Advanced French Grammar -----	6		

Additional requirement:

Ital., Latin, or Span. 12-16 semester hours in one language beyond 2 units of high school credit in the same language.

## Geography

Geog. 125-126 Geology -----	6	Geog. Approved electives -----	21
Additional requirement:	3		

Ed. 169g Teaching of Geography -----

## German

Ger. 1-2 Beginning German -----	8	Ger. 109-110 German Grammar and Composition -----	4
Ger. 101-102 Intermediate German -----	8	Ger. Approved electives -----	12

Additional requirement:

Ed. 165g Teaching of German -----

## History and Government

Govt. 1, 2 American Government -----	6	Hist. 110, 111 History of the United States -----	6
Hist. 1, 2 Survey of European Civiliza- tion -----	6	Hist. Approved electives -----	10

Additional requirement:

Ed. 169 Teaching of History and Civics in Junior and Senior High Schools (2)

## Home Economics

	Hours	Hours
H. Ec. 1 Clothing Selection and Construction	3	H. Ec. 225 Dietetics ----- 3
H. Ec. 21 Foods and Nutrition or		H. Ec. 231 Home Planning ----- 3
H. Ec. 22 Economics of Foods ----- 3		H. Ec. 251 Home Management ----- 2
H. Ec. 32 Household Equipment ----- 3		H. Ec. 253 Home Management Labora- tory ----- 2
H. Ec. 110 Textile and Consumer Buying 3		H. Ec. 256 Economics of Consumption ----- 3
H. Ec. 216 Clothing Design and Con- struction or		H. Ec. 271, 272 Child Development ----- 4
H. Ec. 211 Economics of Clothing ----- 3		H. Ec. 273 Family Relationships ----- 3
H. Ec. 222 or 227 Experimental or Quan- tity Cookery ----- 3		H. Ec. Approved electives ----- 2

## Additional requirements:

Chem. 1-2 or 3-4 General Chemistry ----- 8	P. & I.A. Arts Approved electives ----- 5
Ed. 168h Teaching of Home Economics 2-3	Zool. 141 Elementary Bacteriology ----- 3

## Industrial Arts

Ind. Arts 1-2 Elementary Woodworking 6	Ind. Arts 124 Machine Shop ----- 2
Ind. Arts 7 Sheet Metal ----- 2	Ind. Arts 141-142, 143 Printing ----- 8
Ind. Arts 8 General Shop ----- 2	Ind. Arts 212 Shop Equipment ----- 3
Ind. Arts 105 Wood Finishing ----- 3	Ind. Arts 226 History of Industrial and Vocational Arts ----- 3
Ind. Arts 109 Cabinet Making ----- 3	
Ind. Arts 116 Constructive Design ----- 2	
Ind. Arts 121 Pattern, Forge, and Foundry Work ----- 2	

## Additional requirements:

Ag. 3 Forestry ----- 3	Chemistry, Physics 3, 4, or Mathematics—one year in the same subject ----- 8-10
C. E. 1-2, 103 Mechanical Drawing ----- 4	
Ed. 160i Teaching of Industrial Arts ----- 3	

## Italian

It. 1-2 Beginning Italian ----- 8	It. 101-102 Intermediate Italian ----- 8
	It. *Approved electives ----- 14

## Additional requirements:

Ed. 165f, 165l, or 165s Teaching of French, Latin, or Spanish (2)	
Fr., Latin, or Span. 12-16 semester hours in one language beyond 2 units of high school credit in the same language.	

\*May include Eng. 271 Dante (2)

## Latin

For those entering with 4 units of Latin:	
Latin 101 Cicero's Essays ----- 4	Latin 112 Writing Latin Prose ----- 1
Latin 102 Horace and Terence ----- 4	Latin 231 The Life of the Romans ----- 2
Latin 103 Pliny ----- 3	Latin and Greek Approved electives ----- 6-8
Latin 104 Livy and Ovid ----- 3	

For those entering with 2 units of Latin: Latin 3 Cicero (4), Latin 4 Vergil (4), and 19 hours from the above.

## Additional requirement:

Ed. 165l Teaching of Latin ----- 2
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## Mathematics

Math. *4 Solid Geometry or	Math. 5, 6 Freshman Mathematics ----- 10
Math. 105 College Geometry ----- 3	Math. 117, 118 Differential, Integral Calculus ----- 8

## Additional requirements:

Ed. 168j, 168m Teaching Mathematics in Junior and Senior High School ----- 5	Ed. 281 Educational Statistics ----- 3
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\*Required of those who have not had the subject in high school.

## Music — General Supervision

Mus. Applied Music ----- 6	Mus. 113-114 Analysis and Form ----- 4
Mus. Piano ----- 4	Mus. 122 Folk Dances and Singing Games ----- 1
Mus. Voice ----- 4	Mus. 127 Music Appreciation ----- 3
Mus. 3-4, 103-104 Ear Training and Sight Singing ----- 8	Mus. 131 Materials and Systems ----- 2
Mus. 11-12 Music History ----- 4	Mus. 133-134 Instrumentation ----- 6
Mus. 105-106, 107-108, 111-112 Harmony 10	Mus. 173, 174 Conducting ----- 2

## Additional requirements:

Ed. 166f Teaching of Music in First Six Grades ----- 3	Ed. 166s Teaching of Class Stringed Instruments ----- 1
Ed. 166h Teaching of Music in Junior and Senior High Schools ----- 3	Ed. 166w Teaching of Class Wind Instruments ----- 1

## Music — Instrumental Supervision

	Hours		Hours
Mus. Band	6	Mus. 12 Music History (2) or	
Mus. Major Instrument	8	Ed. 166f. Teaching of Music in	
Mus. Minor Instrument	4	First Six Grades	3
Mus. Orchestra	6	Mus. 105-106, 107-108, 111-112 Harmony	10
Mus. Piano	2	Mus. 113-114 Analysis and Form	4
Mus. 3-4, 103-104 Ear Training and		Mus. 127 Music Appreciation	3
Sight Singing	8	Mus. 123-134 Instrumentation	6
Mus. 11 Music History	2	Mus. 173, 174 Conducting	2

## Additional Requirements:

Ed. 166h Teaching of Music in Junior and Senior High Schools(3)

Ed. 166i Teaching of Instrumental Music 3

Note: Achievement of some proficiency in playing an orchestral instrument is expected of one who elects to enter upon the instrumental course.

## Painting and Allied Arts

P. & A. Arts 11, 12 Theory of Design	5	P. & A. Arts 114 Textile Design	3
P. & A. Arts 21 or 22 History of Art	3	P. & A. Arts 115 Pottery	2
P. & A. Arts 51 Drawing	3	P. & A. Arts 137 Costume Design	2
P. & A. Arts 71 Sketching	2	P. & A. Arts 152 Bookbinding	2
P. & A. Arts 103 Practical Design	2	P. & A. Arts 171 House Decoration	3
P. & A. Arts 107 Water Color	2	P. & A. Arts 207 Advanced Design	3
P. & A. Arts 113 Lettering	3	P. & A. Arts 208 Prints	3

## Additional requirements:

C. E. 1 Mechanical Drawing	2	Ed. 249 Art Supervision and Curricula	2
Ed. 160a Teaching of Art	2		

## Physical Welfare — Men

P. W. 1-2, 101-102 Sports	4	P. W. 153 Nature and Function of Play	2
P. W. 22 Personal and Public Health	3	P. W. 204 Interpretations and Objectives	3
P. W. 121-122, 123, 124, 171 Physical		P. W. 206 Organization and Administra-	
Activities	7	tion of Physical Welfare	2
P. W. 125 Scouting	1	P. W. 209 Physical Activities Tests	2
P. W. 127 First Aid	2	P. W. 252 School Health Service	3
P. W. 133 Theory and Practice of			
Adapted Activities	2		
P. W. 152 Kinesiology	2		

## Additional requirements:

Ed. 167d Coaching of Baseball	1	Ed. 167t Coaching of Track	1
Ed. 167e Coaching of Basketball	2	Zool. 3-4 General Zoology	6
Ed. 167f Coaching of Football	2	Zool. 115 Anatomy	3
Ed. 167h Teaching of Health	2	Zool. 125 Elementary Physiology	4

## Physical Welfare — Women

P. W. 1-2, 101-102 Sports or equivalent	4	P. W. 171, 172 Organization of Physical	
P. W. 22 Personal and Public Health	3	Activities	
P. W. 121-122 Physical Activities	2-6	P. W. 204 Interpretations and Objectives	3
P. W. 127 First Aid	2	P. W. 206 Organization and Administra-	
P. W. 129, 130 Organization of Physical		tion of Physical Welfare	2
Activities	4	P. W. 209 Physical Activities Tests	2
P. W. 133 Theory of Adapted Activities	2	P. W. 252 School Health Service	3
P. W. 152 Kinesiology	2		

## Additional requirements:

Ed. 167a, 167b Teaching of Coaching	4	Zool. 115 Anatomy	3
Ed. 167h Teaching of Health	2	Zool. 125 Elementary Physiology	4
Zool. 3-4 General Zoology	6		

## Physics

Physics 3, 4 Introduction to Physics	8	Physics Approved electives	12
Physics 113, 114 General Physics	8		

## Additional requirements:

Chem. 1-2 or 3-4 General Chemistry	8	Math. 5 Freshman Mathematics	5
Ed. 168p Teaching of Physics	2		

## Psychology

Select 24 semester hours with approval of adviser.

## Sociology

Soc. 101 Principles of Sociology	3	Soc. Approved electives	14
Soc. 103 Social Problems	3		

## Additional requirements:

Ec. 101-102 Principles of Economics	6	Ed. 169s Teaching of Social Science	2

## Spanish

	Hours		Hours
Sp. 1-2 Beginning Spanish	8	Sp.	Approved electives
Sp. 101-102 Intermediate Spanish	8		14

Additional requirements:

Ed. 165s Teaching of Spanish (2)

Fr., It., or Latin 12-16 semester hours in one language beyond 2 units of high school credit in the same language.

## Zoology

Zool. 3-4 General Zoology	6	Zool. 135 Principles of Physiology	4
Zool. 119 General Entomology	4	Zool. Approved electives	10
Additional requirements:			
Bot. 1, 2 or 101, 102 Freshman or General Botany	6	Ed. 168z Teaching of Zoology	2

## REQUIREMENTS IN TWO-YEAR COURSES\*

## County Schools

Freshman Year	Sophomore Year
College Problems	
Ag. 1 General Agriculture	1
Bot. 5 or 6 General Biology	3
Ed. 63i or 63p Teaching of Arithmetic	3
Eng. 1, 3-4 English Composition	6 or 10
Hist. 110 United States to 1861	3
Hist. 111 United States since 1861	3
Mus. 1 Music Fundamentals	2
P. & A. Arts 3 Art Fundamentals	2
P. W. 1-2 Sports	2
P. W. 22 Personal and Public Health	3
Psy. 1 General Psychology	3
Ed. 63a or 63b Teaching of Reading	2
Sophomore Year	
Ed. 111 Elementary Education	6
Ed. 150 History of Education	3
Ed. 166g Teaching of Music in Grades	1
Ed. 167p Teaching of Physical Welfare	1
Ed. 169g Teaching of Geography	3
Ed. 175 Observation and Participation	3
Ed. 176 Student Teaching	4
Eng. 10 Juvenile Literature or	4
Ed. 64i Teaching of Language	2
Psy. 5 Educational Psychology	3
Soc. 6 Rural Life Movement or	3
Soc. 5 Rural Sociology	2

## Intermediate Grades

Freshman Year	Sophomore Year
College Problems	1
Bot. 5 or 6 General Biology	3
Ed. 64i Teaching of Language	2
Ed. 63i or 63p Teaching of Arithmetic	3
Eng. 1, 3-4 English Composition	6 or 10
Mus. 1 Music Fundamentals	2
P. & A. Arts 3 Art Fundamentals	2
P. & A. Arts 103 Practical Design or	
Geog. or Hist. Elective	2
P. W. 1-2 Sports	2
P. W. 22 Personal and Public Health or	
Eng. 10 Juvenile Literature	3 or 2
Psy. 1 General Psychology	3
Psy. 5 Educational Psychology	3
Soc. 8 Educational Sociology	2
Sophomore Year	
Ed. 60i Teaching of Art in Intermediate Grades	1
Ed. 63b Teaching of Reading	2
Ed. 111 Elementary Education	6
Ed. 150 History of Education	3
Ed. 166g Teaching of Music in Grades	1
Ed. 167p Teaching of Physical Welfare	1
Ed. 169e Teaching of History in Elementary Schools	2
Ed. 169g Teaching of Geography	3
Ed. 175 Observation and Participation	3
Ed. 176 Student Teaching	4
Eng. 125, 127, 128, 130 American or English Literature	3
Electives	1-2

## Kindergarten-Primary

Freshman Year	Sophomore Year
College Problems	1
Ed. 1 Play and Play Materials	2
Ed. 2 Literature for Early Childhood	3
Ed. 60e Teaching of Art for Early Childhood	1
Eng. 1, 3-4 English Composition	6 or 10
Mus. 1 Music Fundamentals	2
Mus. **Piano or Elective	2
P. & A. Arts 3 Art Fundamentals	2
P. W. 1-2 Sports	2
P. W. 22 Personal and Public Health	3
Psy. 1 General Psychology	3
Psy. 3 Child Psychology	3
Soc. 8 Educational Sociology	2
Sophomore Year	
Bot. 5 or 6 General Biology	3
Ed. 63a Teaching of Reading	2
Ed. 101 Activities for Early Childhood	3
Ed. 111 Elementary Education	6
Ed. 166g Teaching of Music in Grades	1
Ed. 171 Observation and Participation	3
Ed. 172, 173 Student Teaching	6
Eng. 125, 127, 128, 130 American or English Literature	3
Geog. 150 Geography and Environment	3
Electives	2

\*64 semester hours and 64 scholastic points, including the completion of all specified courses, are required for the two-year courses.

\*\*Not required for primary grade teachers.

## THE COLLEGE OF COMMERCE

Consistent with its character and history as a pioneer educational institution, Ohio University inaugurated courses in accounting and secretarial studies in 1893 at a time when few colleges and universities offered instruction in commerce. As the conception of training for business life broadened, the curricula in commerce were steadily expanded until today they include the fields of accounting, advertising, banking, business law, economics, finance, management, marketing, and public utilities. As a result, the College of Commerce offers a comprehensive program of courses in business and economics leading to the degree of Bachelor of Science in Commerce. The college also includes the Department of Secretarial Studies, the curriculum of which leads to the degree of Bachelor of Science in Secretarial Studies; and the School of Journalism, which offers theoretical and practice courses leading to the degree of Bachelor of Science in Journalism.

Because of the desirability for business men and women to share activities and leadership in social, civic, governmental, and general professional life, every student in the College of Commerce takes courses in other schools and colleges of the university to widen his scope of interest.

The College of Commerce aims to serve students enrolled in other colleges of the university; such students are admitted to any of its courses on the same basis as are students registered in the College of Commerce.

All candidates for degrees in this college will complete a minimum of 124 semester hours and 124 scholastic points. The total hours include the requirements of the University College, four semester hours of physical welfare or military science, and three years of work under the direction of the College of Commerce comprising approximately 94 semester hours.

**BACHELOR OF SCIENCE IN COMMERCE.** For students planning to take a degree in commerce, 47 semester hours are on an elective basis. In order to maintain a desirable balance between commerce and other courses, at least half of those hours will be elected in the College of Commerce and a like number in other schools and colleges of the university. This makes it possible for a student to give almost any emphasis he desires to his college training by concentrating a portion of his elective hours in some one field of specialization. All elective courses are subject to the approval of the dean. The curriculum leading to the degree of Bachelor of Science in Commerce follows:

Sophomore Year			
First Semester	Hours	Second Semester	
Acct. 75 Elementary Accounting -----	3	Acct. 76 Elementary Accounting -----	3
Ec. 101 Principles of Economics -----	3	Ec. 102 Principles of Economics -----	3
Fin. 101 *Money and Credit -----	3	Fin. 121 *Business Finance -----	3
P. W. 101 Sports or		P. W. 102 Sports or	
Mil. Sci. 101 Basic Infantry -----	1	Mil. Sci. 102 Basic Infantry -----	1
Sec'l. S. 120 Business Letter Writing-----	3	Eng. **Elective -----	2 or 3
Electives -----	3	Electives -----	3
	16		15-16

Junior Year			
B. Law 155 Business Law -----	3	B. Law 156 Business Law -----	3
Mkt. 155 *Marketing Principles -----	3	Adv. 155 *Advertising Principles -----	3
Stat. 155 Business Statistics -----	2	Stat. 156 Business Statistics -----	2
Electives -----	8	Electives -----	5
	16	Ec. *Elective -----	2 or 3
			15-16

Senior Year		
	Hours	Hours
B. Law 175 *Government and Business	2	Philos. 111 *Business and Professional
Electives	14	Ethics
	16	Electives
		14
	16	16

\*May be taken either semester.

\*\*A substitution permitted if 8 or more hours have been earned.

**BACHELOR OF SCIENCE IN INDUSTRIAL ENGINEERING.** Recognizing the need and the increasing demand for executives in industry to have a knowledge of and training in economics and business management, the College of Commerce has cooperated with the College of Applied Science in working out a curriculum for industrial engineering which is given in outline form on page 69.

**BACHELOR OF SCIENCE IN SECRETARIAL STUDIES.** In order to prepare secretaries for responsible positions in business and other offices, the curriculum in secretarial studies affords students the same opportunity for becoming acquainted with basic business courses and general non-business courses as does the curriculum for the Bachelor of Science in Commerce. In the strictly secretarial subjects, students are expected to meet the standards of proficiency required for successful employment. Special care is taken to enable students to secure carefully supervised practice in the secretarial field as a part of the curriculum. This practice includes the use of all representative office machinery and experience in secretarial techniques under normal business office conditions. The curriculum leading to the degree follows:

Sophomore Year			
First Semester	Hours	Second Semester	Hours
Acct. 101 Secretarial Accounting	3	Acct. 102 Secretarial Accounting	3
Ec. 101 Principles of Economics	3	Ec. 102 Principles of Economics	3
P. W. 101 Sports or		P. W. 102 Sports or	
Mil. Sci. 101 Basic Infantry	1	Mil. Sci. 102 Basic Infantry	1
Sec'l. S. 15 Typewriting	2	Sec'l. S. 16 Typewriting	2
Sec'l. S. 31 Shorthand	3	Sec'l. S. 32 Shorthand	3
Sec'l. S. 120 Business Letter Writing	3	Eng. Elective	2 or 3
Electives	2	Electives	2
	17		16-17

Junior Year			
	Hours	Hours	
Mkt. 155 *Marketing Principles	3	Adv. 155 *Advertising Principles	3
Psy. 1 General Psychology	3	Psy. 220 Psychology of Personnel	2
Sec'l. S. 151 Dictation and Transcription	5	Sec'l. S. 155 Office Management	2
Sec. S. 171 Secretarial Theory	2	Sec'l. S. 172 Secretarial Theory	1
Electives	3	Electives	8
	16		16

Senior Year			
	Hours	Hours	
B. Law 155 Business Law	3	B. Law 156 Business Law	3
Fin. 121 *Business Finance	3	Fin. 101 *Money and Credit	3
Sec'l. S. 111 Typewriting	2	Sec'l. S. 152 Dictation and Transcription	5
Sec'l. S. 176 Secretarial Practice	4	Electives	5
Electives	16		16

\*It is suggested that these foundation courses be carried in the third or fourth year according to the interests of the student. For example, if a student wishes to carry advanced work in banking and finance, it is recommended that the foundation courses in these fields be carried the third year.

**Commercial Teacher Training.** Training to prepare students for the teaching of commercial subjects in high school is offered by the College of Commerce in cooperation with the College of Education. The complete cur-

ricula in this field, comprised of secretarial studies, accounting, accounting and secretarial studies, social business, and retail selling, are outlined on page 46.

**Secretarial Studies Concentrated Program.** In addition to these curricula, a concentrated program is offered in secretarial studies for those college graduates who wish to prepare in one year to meet the state requirements for commercial teaching or to do secretarial work in offices. In order to meet standards of secretarial techniques acceptable in business and in teaching, students electing this program are required to do additional work in shorthand and typewriting. The concentrated program is:

Acct. 75-76, 125	**Accounting	6-9	Sec'l. S. 31-32	Shorthand	6
Sec'l. S. 15-16	Typewriting	4	Ec. 101-102	Principles of Economics	6
			Com.	*Approved electives	9-12

\*Those preparing to teach should include 2 hrs. methods.

\*\*Required for those preparing to teach.

Nine hours of accounting are required for those preparing for a commercial teaching minor. This is made possible by a one semester course of 6 semester hours, accounting 75 and 76.

**BACHELOR OF SCIENCE IN JOURNALISM.** The curricula leading to the degree of Bachelor of Science in Journalism include not only classroom courses, but also actual experience on the staff of a daily newspaper under the direction of news and business executives. The thirty-two classroom and laboratory courses, together with allied printing and advertising courses, offer an opportunity to meet the needs of those planning for a writing career, those interested in business management of publications, and those desiring to unite the two interests. Combined with the student's selection from these courses is a broad cultural background in which emphasis is placed upon literature, economics, finance, government, history, art, philosophy, psychology, and sociology. Development of specific fields of interest is encouraged. Special courses are offered for those who wish to write for magazines and trade journals, and for those who plan to supervise high school publications or teach journalism in high schools.

Since the degree of Bachelor of Science in Journalism is offered both to those who prepare for the profession of writing and those who plan to enter the field of business management of publications, the basic minimum is limited to:

The University College program should, if possible, include typewriting unless a satisfactory course has been taken in high school. Students interested in the writing side of journalism should also take history 1, 2. Students interested in the business side of journalism, who have had typewriting, should elect accounting 75-76.

Major requirements: journalism, writing, (32); or journalism, business, (26).

Other requirements: commerce including economics (9), psychology and philosophy (6), government, history, or sociology (6), industrial arts (2), painting and allied arts (2).

## THE COLLEGE OF APPLIED SCIENCE

The College of Applied Science comprises the Departments of Civil Engineering, Electrical Engineering, Industrial Arts, Agriculture, and the School of Home Economics. Specialized degrees offered are the Bachelor of Science in Home Economics, Bachelor of Science in Civil Engineering, Bachelor of Science in Electrical Engineering, and Bachelor of Science in Industrial Engineering. The Departments of Agriculture and Industrial Arts offer courses which may be elected or chosen as majors or minors by students seeking degrees in other colleges.

Candidates for degrees offered by the College of Applied Science will complete the program of the University College and three years of work under the direction of the College of Applied Science. The total number of semester hours, which shall include 4 semester hours of physical welfare, and the total number of scholastic points shall be at least 124. The engineering degrees each require 140 semester hours and 140 scholastic points, including the program of the University College.

**BACHELOR OF SCIENCE IN CIVIL ENGINEERING.** The curriculum for this degree is designed to give the student the fundamental training necessary to a broad understanding of the field and to help him choose the particular branch of the profession he wishes to follow. Considerable time is devoted to laboratory and field work. The curriculum follows:

The University College program should, if possible, include:

	First Semester	Hours	Second Semester	Hours	
Chem. 1-2 or 3-4	General Chemistry	8	E. E. 1	Engineering Orientation	
C. E. 1-2, 103	Mechanical Drawing	4	C. M. 5, 6	Freshman Mathematics	10

Sophomore Year				
Dr. Art 1	Public Speaking	2	C. E. 74	Engineering Instruments
C. E. 105	Descriptive Geometry	3	C. E. 106	Descriptive Geometry
C. E. 107	Perspective Drawing	1	C. E. 110	Plane Surveying
Geog. 125	Physiographic Geology	3	C. E. 120	Applied Mechanics
Math. 117	Differential Calculus	4	Math. 118	Integral Calculus
P. W. 101	Sports or		P. W. 102	Sports or
Mil. Sci. 101	Basic Infantry	1	Mil. Sci 102	Basic Infantry
Physics 113	General Physics	4	Physics 114	General Physics
		18		18

Junior Year				
C. E. 111	Field Work	2	C. E. 122	Testing Laboratory
C. E. 121	Mechanics of Materials	4	C. E. 124	Engineering Problems
C. E. 123	Stresses in Structures	5	C. E. 130	Structural Design
C. E. 125	Graphic Statics	1	Math. 112	Descriptive Astronomy
C. E. 151	Railroad Engineering	3	C. E. 152	Highway Engineering
Ee. 101	Principles of Economics	3	Ee. 102	Principles of Economics
		18		18

Senior Year				
C. E. 113	Topographic Surveying	2	Acct. 81	Accounting Survey
C. E. 131	Structural Design	2	C. E. 136	Masonry
C. E. 135	Reinforced Concrete	4	C. E. 142	Sanitary Engineering
C. E. 141	Hydraulics	4	C. E. 144	*Water Supply or
C. E. 171	*Mine Engineering	3	C. E. 214	*Advanced Surveying Problems
C. E. 227	*Statically Indeterminate Structures	3	C. E. 238	*Design of Arches
		18	C. E. 276	Contracts and Specifications
			C. E. 278	Engineering Costs
				18

\*or approved electives, at least 6 semester hours of which must be in technical subjects.

**BACHELOR OF SCIENCE IN ELECTRICAL ENGINEERING.** It is the aim of the Department of Electrical Engineering to provide the background of general information and basic knowledge of principles which enable the student to analyze situations and to think intelligently and effectively in the field. The curriculum to be pursued has grown out of the belief that these are the most essential foundation elements for the various specialized fields, as well as for early advancement in practical electrical engineering. The curriculum is as follows:

The University College program should, if possible, include:

First Semester	Hours	Second Semester	Hours
Chem. 1-2 or 3-4 General Chemistry ----- 8 C. E. 1-2, 103 Mechanical Drawing ----- 4		E. E. 1 Engineering Orientation ----- 1 Math. 5, 6 Freshman Mathematics ----- 10	
<b>Sophomore Year</b>			
C. E. 105 *Descriptive Geometry ----- 3 Dr. Art. 1 *Public Speaking ----- 2 Ec. 101 Principles of Economics ----- 3 Ind. Arts 6 Wood Turning ----- 2 Math. 117 Differential Calculus ----- 4 P. W. 101 Sports or Mil. Sci. 101 Basic Infantry ----- 1 Physics 113 General Physics ----- 4		C. E. 106 *Descriptive Geometry ----- 2 C. E. 110 Plane Surveying ----- 3 Ec. 102 Principles of Economics ----- 3 Ind. Arts 124 Machine Shop ----- 2 Math. 118 Integral Calculus ----- 4 P. W. 102 Sports or Mil. Sci. 102 Basic Infantry ----- 1 Physics 114 General Physics ----- 4	
	19		19
<b>Junior Year</b>			
E. E. 115 Engineering English ----- 2 E. E. 133 *Illumination and Photometry ----- 2 E. E. 143 Electrical Engineering ----- 3 E. E. 145 Electrical Engineering Lab- oratory ----- 2 E. E. 215 Electrical Physics ----- 3 E. E. 229 Engineering Thermodynamics ----- 3 Math. 215 Differential Equations ----- 3		E. E. 142 Heat Power Engineering ----- 3 E. E. 144 Electrical Engineering ----- 3 E. E. 146 Electrical Engineering Lab- oratory ----- 3 E. E. 216 Electrical Physics ----- 3 E. E. 148 *Electrical Designs ----- 3 Math. 204 Advanced Calculus ----- 3	
	18		18
<b>Senior Year</b>			
E. E. 131 Engineering Relations ----- 2 E. E. 137 Electron Tubes in Industry or E. E. 235 Electrical Transmission of Power ----- 3 E. E. 201 Engineering Physics ----- 3 E. E. 203 Electrical Communication ----- 4 E. E. 243 Electrical Engineering ----- 3 E. E. 245 Electrical Engineering Lab- oratory ----- 2		E. E. 132 Engineering Relations ----- 2 C. E. 276 Contracts and Specifications ----- 2 E. E. 202 Engineering Physics ----- 3 E. E. 204 Electrical Communication ----- 4 E. E. 244 Electrical Engineering ----- 3 E. E. 246 Electrical Engineering Lab- oratory ----- 3	
	17		17

\*or approved electives.

**BACHELOR OF SCIENCE IN HOME ECONOMICS.** The requirements for this degree may be met by taking any of the curricula in the School of Home Economics. The curricula attempt to integrate art and science for the improvement of home and family life and to provide economic independence in occupations dealing with problems of the home.

#### General Curriculum in Home Economics:

H. Ec. Clothing 1, 211, 212, 215, 216. or 218, and 110 ----- 9	H. Ec. 231 Home Planning ----- 3
H. Ec. Foods 21 or 22, 222 or 227, 225 ----- 9	H. Ec. 251, 253 Home Management and Laboratory ----- 4
H. Ec. 32 Household Equipment ----- 3	H. Ec. 256 Economics of Consumption ----- 3
H. Ec. 51 Orientation Course ----- 2	H. Ec. 271, 272 Child Development ----- 4
	H. Ec. 273 Family Relationships ----- 3

Supplementary courses: chemistry (8), economics (3), painting and allied arts (5), psychology (3), sociology (3), zoology 141 (3).

For the profession of teaching general or vocational home economics: Subject matter requirements are met by the above general curriculum.

For the professions in which home economics can be directly applied: The student can elect courses in a field such as commerce, social welfare, and journalism depending upon the student's desires and the type of activity for which she wishes to prepare.

**Curriculum in Home Economics specializing in Family Relationships and Child Development:**

	Hours		Hours
H. Ec. 1 Clothing Selection and Construction	3	H. Ec. 251, 253 Home Management and Laboratory	4
H. Ec. 21 or 22 Foods	3	H. Ec. 256 Economics of Consumption	3
H. Ec. 51 Orientation Course	2	H. Ec. 271, 272 Child Development	4
H. Ec. 225 Dietetics	3	H. Ec. 273 Family Relationships	3
H. Ec. 241 Nutrition Work with Children	2	H. Ec. 352, 377, or 379 Special Problems	3
Supplementary courses: chemistry (8), dramatic art 15 (2), economics (3), psychology 1 and 3 (6), sociology (3), zoology 1-2 and 141 (9).			

For supervision of children in institutions:

The student should elect education 1, 2, 101, 171, and 172.

For child welfare work:

The student should elect 12 semester hours from sociology 134, 208, 222, 224, 239, 240.

**Curriculum in Home Economics Specializing in Foods and Nutrition:**

H. Ec. Foods 21, 22, 222, 225, 227, 229 or 241, 228 or 333	20	H. Ec. 251, 253 Home Management and Laboratory	4
H. Ec. 51 Orientation Course	2	H. Ec. 256 Economics of Consumption	3

Supplementary courses: chemistry (8), dramatic art 15 (2), economics (3), psychology (6), sociology (3), zoology 1-2 and 141 (9).

For institutional management:

The student should elect accounting (6), home economics 242 and 248 (6).

For hospital dietetics:

The student should elect chemistry 105 or 115, and 122 (6), home economics 242 and 248 (6) and 229 or 241 (2).

**Curriculum in Home Economics Specializing in House and its Equipment:**

H. Ec. 1 or 110 Clothing	3	H. Ec. 256 Economics of Consumption	3
H. Ec. 21 or 22 Foods	3	H. Ec. 271, 272 Child Development	4
H. Ec. 51 Orientation Course	2	H. Ec. 273 Family Relationships	3
H. Ec. 32, 231, 234, 238 Housing	12		
H. Ec. 251, 253 Home Management and Laboratory	4		

Supplementary courses: chemistry (8), dramatic art 15 (2), economics (3), physics (6), psychology (6), sociology (3), zoology 141 (3).

For interior decoration:

The student should elect civil engineering 1-2 (4), painting and allied arts 171-172 and 213-214 (12).

**Curriculum in Home Economics Specializing in Textiles and Clothing:**

H. Ec. Clothing 1, 110, 211, 212, 215, 216, 218	19	H. Ec. 231 Home Planning	3
H. Ec. 32 Household Equipment	3	H. Ec. 251, 253 Home Management and Laboratory	4
H. Ec. 51 Orientation Course	2	H. Ec. 256 Economics of Consumption	3

Supplementary courses: chemistry (8), dramatic art 15 (2), economics (3), history (6), painting and allied arts (10), psychology (3), sociology (3), zoology 141 (3).

For costume design:

The student should elect painting and allied arts 71, 107, 137-138, and 219.

**BACHELOR OF SCIENCE IN INDUSTRIAL ENGINEERING.** No longer are industry and business based on guesses and haphazard planning, but upon careful estimates and scientific processes. Modern industrial management, which includes production, marketing and financing, presupposes in an executive a knowledge of markets and sales possibilities, cost accounting, expense and production control, labor relations, and waste elimination. Fur-

thermore, the industrial manager must correlate the industrial production and manufacturing processes with the related mechanical and engineering elements. He should know the fundamental principles of heat and electrical power production, and the laws of mechanics and hydraulics, and also how these various engineering relations are applied in industry.

Ohio University groups materials and resources selected from the College of Applied Science and the College of Commerce, with important fundamental or background courses from the College of Arts and Sciences, to constitute a degree course in industrial engineering. The curriculum follows:

Sophomore Year			
First Semester	Hours	Second Semester	Hours
C. E. 1 *Mechanical Drawing -----	2	C. E. 2 *Mechanical Drawing -----	2
C. E. 105 Descriptive Geometry -----	3	C. E. 110 Plane Surveying -----	3
Ind. Arts 121 *Pattern, Forge and Foundry Work -----	2	C. E. 74 Engineering Instruments -----	1
Ec. 101 Principles of Economics -----	3	Ec. 102 Principles of Economics -----	3
Math. 117 Differential Calculus -----	4	Math. 118 Integral Calculus -----	4
Physics 113 General Physics -----	4	Physics 114 General Physics -----	4
P. W. 101 Sports or -----	1	P. W. 102 Sports or -----	1
Mil. Sci. 101 Basic Infantry -----	1	Mil. Sci. 102 Basic Infantry -----	1
	19		18

Junior Year			
Acct. 75 Elementary Accounting -----	3	Acct. 76 Elementary Accounting -----	3
C. E. 121 Mechanics of Materials -----	4	Ind. Arts 124 Machine Shop -----	2
E. E. 143 Electrical Engineering -----	3	E. E. 144 Electrical Engineering -----	3
E. E. 145 Electrical Engineering Lab- oratory -----	2	Mkt. 155 Marketing Principles -----	3
E. E. 201 Engineering Physics -----	4	Elective -----	1-2
Stat. 155 Statistics -----	2	E. E. 202 Engineering Physics -----	3
	18	Stat. 156 Statistics -----	2
			17-18

Senior Year			
B. Law 155 Business Law -----	3	Acct. 175 Cost Accounting -----	3
B. Mgt. 211 Industrial Management -----	3	C. E. 122 Testing Laboratory -----	1
C. E. 141 Hydraulics (4) or -----		C. E. 276 Contracts and Specifications -----	2
E. E. 137 Electron Tubes in Industry -----	3	C. E. 278 Engineering Costs -----	3
Ec. 204 Labor Relations -----	3	E. E. 142 Heat Power Engineering -----	3
E. E. 229 Engineering Thermodynamics -----	3	Ec. 244 Administration of Personnel -----	2
Fin. 121 Business Finance -----	3	Mkt. 226 *Industrial Purchasing -----	3
	18-19		17

\*or electives.

#### Requirements for a Major in Agriculture:

Ag. 1 General Agriculture (3) or Ag. 102 Vegetable Gardening (3) or Ag. 3-4 Forestry (6) -----	6	Ag. 141, 142 Evolution and Heredity (6) or Ag. 104 Small Fruits (3) or Ag. 135 Farm Management (3) or Ag. 127 Types, Breeds, and Manage- ment of Poultry (3) -----	9
Ag. 103 Fruit Growing (3) or Ag. 121 Types and Breeds of Farm Animals (3) or			
Ag. 116 Field Crops (3) or Ag. 109 Ornamental Horticulture (3) -----	9	Ag. 124 General Dairying (3) or Ag. 131, 132 Floriculture and Green- house Management (4) or	
Ag. Electives or Chem. 1-2 or 3-4 General Chemistry (8) or Bot. 1, 2 or 101, 102 Freshman or General Botany (6) -----	3-8	Ed. 168a Teaching of Agriculture (3) or Ag. 111 Rural Economics (3) -----	8-9

#### Requirements for a Major in Industrial Arts:

Sophomore Year			
C. E. 1-2 Mechanical Drawing -----	4	Ind. Arts 7 Sheet Metal -----	2
Ind. Arts 1-2 Elementary Woodworking -----	6	Ind. Arts 8 General Shop -----	2

Junior Year			
Ind. Arts 105 Wood Finishing -----	3	Ind. Arts. 121 Pattern, Forge, and Foundry Work -----	2
Ind. Arts 109 Cabinet Making -----	3	Ind. Arts 124 Machine Shop -----	2
Ind. Arts 116 Constructive Design -----	2	Ind. Arts 141-142 Printing -----	6

Senior Year			
	Hours		Hours
Ind. Arts 117 Shop and Machine Maintenance	2	Ind. Arts 212 Shop Equipment	3
Ind. Arts 143 Printing	2-3	Ind. Arts 226 History of Industrial and Vocational Arts	3

Additional courses will be determined by the requirements for the degree of Bachelor of Arts, Bachelor of Science, or Bachelor of Science in Education. Students who desire to teach should normally enroll in the College of Education. Students who wish to receive the degree of Bachelor of Arts or the Bachelor of Science and wish to teach should elect the requirements for certification as given on page 46.

## THE COLLEGE OF FINE ARTS

The College of Fine Arts comprises the School of Music, the School of Painting and Allied Arts, and the School of Dramatic Art. The degrees offered are the Bachelor of Fine Arts in Music, in Painting and Allied Arts, and in Dramatic Art. The curricula of the three schools in this college are designed to provide for a broad cultural education in the fine arts and for specialized interests within the different schools.

When a major is selected in one of the three schools, the student is required to take a minor of approximately 16 semester hours in each of the other two schools. However, when necessary and with the permission of the dean or other administrative officer, 12 semester hours may be accepted as satisfying each minor requirement.

Students enrolled in other colleges may elect courses in this college or may complete the requirements for a major or minor in music, painting and allied arts, or in dramatic art.

Candidates for a degree in the College of Fine Arts complete a minimum of 124 semester hours and 124 scholastic points. These include the program of the University College, 4 semester hours of physical welfare or military training, and three years of work in the College of Fine Arts, comprising approximately 94 semester hours.

**BACHELOR OF FINE ARTS IN MUSIC.** The School of Music makes provisions for individual study in all branches of vocal and instrumental music with specific courses in basic principles. Opportunities for individual participation in student recitals are provided, and also ensemble experience in groups such as the University Choir, the glee clubs, the quartet, band, and orchestra.

The University College program should, if possible, include: 3-4 Ear Training and Sight Singing (4) and applied music (2).

Major requirements: applied music (18), theory, including aural theory, (28), 11-12 Music History (4), 109-110 Ensemble (2), 130 Ensemble Conducting (4).

Minor requirements: dramatic art (12-16) and painting and allied arts (12-16).

Other requirements: English (6) beyond the University College requirement.

**School Music Major.** Students who desire to specialize in school music are given the opportunity of preparing for general supervision with emphasis on voice and its allied activities such as choral and glee club, or on instrumental supervision with emphasis on a major or minor instrument and the allied activities of orchestra and class instrumental instruction. The specific requirements are given in the College of Education and lead to the degree of Bachelor of Science in Education.

**BACHELOR OF FINE ARTS IN PAINTING AND ALLIED ARTS.** The School of Painting and Allied Arts provides curricula for those interested in either general or specific training. Basic principles in both theory and practice are emphasized. Student exhibitions and participation in theatrical productions allow for expression, and class instruction is supplemented by the professional work shown in the university gallery.

The major requirements amount to at least 32 semester hours, preferably in one of the following subjects:

#### Art History

	Hours		Hours
15 Introduction to Art -----	2	203 History of Italian Renaissance	
21-22 History of Art -----	6	Painting -----	3
175 American Architecture -----	2	204 History of Italian Renaissance	
176 American Painting and Sculpture-----	2	Architecture and Sculpture-----	3
177 Modern Painting -----	2	210 History of the Decorative Arts-----	3
178 Modern Architecture and Sculpture-----	2	212 History of Engraving and Etching-----	3

Suggested electives: archaeology and antiquities 101 and 202; history 1, 2, 110, 111, 112, 113, and 233.

#### Commercial Design

11-12 Theory of Design -----	5	208 Prints -----	3
21-22 History of Art -----	6	217-218 Poster Advertising and Indus-	
45 Methods in Representation -----	2	trial Styling -----	6
107 Water Color -----	2	227 Workshop -----	1-3

Suggested electives: advertising 155 and 176; industrial arts 141-142 or 146.

#### Constructive Design

11-12 Theory of Design (5) or		135 Constructivism -----	3
31 Design and Composition (2) and		140 Design Applied to Materials or	
102 Applied Design (3) -----	5	154 Weaving and Textile Design -----	4
21-22 History of Art -----	6	152 Bookbinding -----	2
124 Jewelry -----	2	216 Advanced Pottery -----	2

Suggested electives: industrial arts 1-2, 6, 8, 105, 109, and 116.

#### Costume Design

11-12 Theory of Design (5) or		114 Textile Design -----	3
31 Design and Composition (2) and		219 Advanced Water Color -----	2
102 Applied Design (3) -----	5	221 Advanced Costume Design -----	2
21-22 History of Art -----	6		

Suggested electives: home economics 1, 110, 211, 212, 215, and 216.

#### Decorative Design

11-12 Theory of Design (5) or		114 Textile Design -----	3
31 Design and Composition (2) and		171-172 House Decoration -----	6
102 Applied Design (3) -----	5	175 American Architecture -----	2
21-22 History of Art -----	6	213-214 Advanced House Decoration-----	6
107 Water Color -----	2		

Additional requirement: civil engineering 1-2 (4).

Suggested electives: home economics 32 and 231; civil engineering 107.

		Painting		Hours	Hours
11-12	Theory of Design	5	21-22	History of Art	6
15	Introduction to Art	2	205-206	Painting	6

Suggested electives: courses in the natural sciences.

The minor requirements are: music (12-16) and dramatic art (12-16).

Painting and Allied Art Major for Other Degrees. A student who desires the degree of Bachelor of Arts or the Bachelor of Science in Education may major or minor in the School of Painting and Allied Arts and receive the degree desired by complying with the requirements of the college that grants the degree. The College of Education has outlined specific requirements which prepare the student for teaching or supervising in both elementary and high schools.

**BACHELOR OF FINE ARTS IN DRAMATIC ART.** Courses offered by the School of Dramatic Art are classified as follows: (a) dramatic art, (b) debate and oratory, and (c) correction and interpretation. Students majoring in the School of Dramatic Art are expected to emphasize either a and c or b and c in planning their courses of study. However, efforts are made to adapt the curriculum to the needs of the students, and the program aims at flexibility rather than at unswerving rigidity.

The University College program should, if possible, include: dramatic art 5 (3).

Major requirements: dramatic production, and correction and interpretation (34), or debate and oratory, and correction and interpretation (34).

Minor requirements: music (12-16) and painting and allied arts (12-16).

Other requirements: English (12) beyond the University College requirement.

Students may fulfill the requirements for a major in dramatic art and the general requirements given in the College of Education for the degree of Bachelor of Science in Education and qualify to teach in the elementary and high schools.

## THE GRADUATE COLLEGE

Degrees. The Graduate College offers work in academic and professional fields and confers the degrees of Master of Arts, Master of Science, Master of Education, and Master of Fine Arts. In addition to the curricula offered in the academic and professional fields, the university offers the degree of Master of Arts in supervision and guidance of student life. This course of study is designed for advisers of girls and deans of women.

Admission. The privileges of the Graduate College are open to students who hold a bachelor's degree from an accredited college or university. Application for admission should be made on a blank obtainable from the office of the registrar and must be accompanied by an official transcript of the applicant's college record, except in the case of a graduate of Ohio University. These documents should be filed with the registrar at least a month before the opening of the term in which the applicant plans to begin his studies. The student who qualifies for admission will receive a permit to register and a copy of his undergraduate record in a record book. He will then confer with the dean of the Graduate College who will counsel with him regarding his plans for graduate study and arrange for the appointment of a faculty adviser in the major and minor fields. The student's outline of graduate study will be made by the adviser, in conference with the student. A student may be registered in the Graduate College without becoming a candidate for a graduate degree. Therefore, admission to the Graduate College does not of itself constitute admission to candidacy for a degree.

Students who are qualified to enter the Graduate College and who pursue courses without regard to a major or a minor and with no thought of qualifying for a master's degree will be classified as special students.

Credit and Residence. At least 32 semester hours of credit are required for the master's degree. Transfer students are required to complete at least 24 semester hours of credit at Ohio University. Courses taken by correspondence will not be accepted for credit toward the master's degree. However, a maximum of 6 semester hours taken in group extension classes will be accepted toward the master's degree, provided that these courses are conducted by instructors who regularly teach them when offered on the campus.

Only work of high quality is accepted for graduate credit. The minimum standard acceptable is an average grade of B with no grade below C, and not more than twenty per cent of the work with a grade of C.

After securing a bachelor's degree, an adequately prepared student should be able to complete the work for the master's degree in one year of two semesters, in four eight-week summer sessions, or in three eleven-week summer sessions. Transfer students are required to have a minimum residence at Ohio University of one semester and one eight-week summer session, or at least twenty-four weeks, provided that the other requirements for the degree are satisfied.

The maximum time allowed between the date of admission to candidacy and the date when graduate credit for the degree will be accepted is five years. Credit will not be allowed for a graduate course unless all the work of the course, including the final examination, has been completed and the final

grade reported to the office of the registrar within one year after the official ending of the course.

**Courses for Graduate Credit.** Credit toward a graduate degree will be given for the completion of courses designed for graduate students (numbered 301-399) and courses designed for advanced undergraduates and graduates (numbered 201-299), provided that the courses are included in the student's program of study.

**Fees.** The fees for graduate students are the same as those for undergraduates. See Fees and Deposits for a full statement of fees.

**Program of Study.** The student's program of study will be divided in most cases between subjects in the major field and subjects in the minor field. Since graduate work implies specialization, a minimum of 18 semester hours of undergraduate credit is presupposed before a student can pursue his major subject for graduate credit. Six to 12 semester hours in undergraduate preparation are usually sufficient to begin graduate work with a minor in a subject. The program in the major field will vary from 12 to 20 semester hours, exclusive of the thesis. Four to 8 semester hours credit are allowed on the thesis. The minor field in such cases will make up the remainder of the 32 semester hours required for the degree, and will be selected from one or two fields of instruction closely related to the major field. However, all of the work for the master's degree may be done in one school or field on recommendation of the adviser and with the approval of the Graduate Council.

**Admission to Candidacy.** In order to be admitted to candidacy for the master's degree, a student must show his ability and fitness to pursue graduate work in his chosen field. This may be done by completing with satisfactory grades a part of the program of graduate study as outlined. The further conditions of admission to candidacy are a program of graduate study and a thesis subject, acceptable to the major adviser, and approved by the dean and the Graduate Council. Application for candidacy should be made on a form obtainable at the office of the dean, and on a date not later than four months before the degree is to be conferred.

**Examination and Thesis.** As a partial fulfillment of the requirements for the master's degree, each candidate shall pass creditably two examinations, one oral and one written, and shall submit a satisfactory thesis upon a subject approved by the adviser and the Graduate Council. The written examination is of approximately four hours duration, the time being divided between the subjects of the major and the minor fields. The oral examination, approximately two hours in length, is conducted by a committee appointed by the dean from the staff of the school or department in which the candidate has done his work.

The candidate prepares his thesis under the direction of his major adviser on a subject in the field of his major work. The thesis provides an opportunity for the student to formulate and express the results of his research and study. The thesis may vary in character from an extended essay representing critical reading, independent study, and the assimilation and interpretation of a considerable body of facts, to an account, sometimes more brief, describing a research project which makes some contribution to knowl-

edge. For students who desire to avail themselves of the instruction, a course on thesis writing is offered by the Department of English.

The candidate shall submit to the chairman of his examining committee, not later than one week before the date of his oral examination, three type-written copies of his thesis in final form. If the thesis be approved by the candidate's major adviser, signed by him, and also accepted by the examining committee, the candidate shall deposit the original copy and the first carbon copy with the university librarian, and a third copy with the school or department in which the work was done, not later than five days before commencement. The copies of the thesis shall be typed and bound in accordance with a format on file in the office of the dean.

#### Graduate Fellowships and Scholarships

Ohio University offers twelve to fifteen graduate teaching fellowships to properly qualified students who have received baccalaureate degrees from approved institutions. A fellowship carries an annual stipend of \$300, with exemption from the registration fee. The exemption does not include the A. L. E. fee of \$5. There is no tuition fee. A teaching fellow is required to give from one-third to one-half of his time to teaching or laboratory supervision, or both, in the department of his major work, and is expected to carry one-half to two-thirds of the normal load of graduate work.

A limited number of graduate scholarships will be offered to qualified students who have received baccalaureate degrees from approved institutions, provided that there are fewer than fifteen acceptable applicants for graduate teaching fellowships. A scholarship carries an annual stipend of \$100, with exemption from the registration fee. Graduate scholars are expected to devote all of their time to graduate work.

Graduate fellowships and scholarships are normally available to students in the following fields: botany, chemistry, classical languages, commerce, dramatic art, economics, education, English, government, history, home economics, industrial arts, journalism, mathematics, modern foreign languages, music, painting and allied arts, physics, psychology, sociology, zoology, and supervision and guidance of student life.

**Special Appointments for Women.** Two to five positions are open annually for graduate student deans. The appointees receive a stipend of \$300 each, with exemption from the registration fee, and are expected to give one-half of their time assisting the dean of women and to carry one-half of the normal load of graduate work. Under this plan two academic years are required to complete the work for the master's degree. Applicants should have completed not fewer than 18 semester hours in the social sciences. Application may be made directly to the dean of women.

Two or three appointments as assistants to the director of dining halls are open annually to college graduates who have majored in home economics. These positions are intended primarily for persons interested in institutional management, but such assistants may major in any field. The stipend consists of board, room, and approximately \$385, with exemption from the registration fee. The student is expected to give about six hours of service daily and to carry one-half of the normal load of graduate work. Application may be made directly to the director of the School of Home Economics.

## PHYSICAL WELFARE

The Department of Physical Welfare is organized into two coordinate divisions, one for men and one for women. The whole program in physical welfare has been developed with the view of providing health protection and physical activity for the entire student body. The department maintains two gymnasiums and offers facilities, equipment, and guidance for physical expression in sports and hobby classes, rhythemics, swimming, and intramural and intercollegiate athletics. All students registering in the university are given health and physical examinations.

The required two-year program, 4 semester hours, of physical activities for men who do not elect military science and tactics includes attendance in a class in health problems one period a week during the freshman year and participation in at least four sports. The required two-year program, 4 semester hours, for women is on an elective basis; the activities offered are grouped under sports, rhythemics, and swimming. Students reporting for the required courses wear the uniform prescribed by the division. Men and women students who for any reason are unable to participate in the regular activity classes are given individual instruction in special classes.

The department offers a recreational hobby program designed to meet the interests and needs of all students, whether they are proficient or inexperienced in sports. Instruction is given regularly to voluntary groups and classes in the activities desired.

Students wishing to major in the Department of Physical Welfare may apply for the degree of Bachelor of Science, the degree of Bachelor of Arts, or the degree of Bachelor of Science in Education by fulfilling the requirements of the college offering the degree. In addition, the following professional work is required of all majors in physical welfare:

The University College program should, if possible, include the following:

First Semester	Hours	Second Semester	Hours
P. W. 1 Sports	1	P. W. 2 Sports	1
P. W. 22 Personal and Public Health	3		
Zool. 3 General Zoology	3	Zool. 4 General Zoology	3

**Men**  
**Sophomore Year**

P. W. 121 Physical Activities	2	P. W. 122 Physical Activities	1
P. W. 125 Scouting	2	P. W. 152 Kinesiology	2
Zool. 115 Elements of Anatomy	3	Ed. 167h Teaching of Health	2

**Junior Year**

P. W. 123 Physical Activities	1	P. W. 124 Physical Activities	1
P. W. 127 First Aid	2	P. W. 153 Nature and Function of Play	2
P. W. 133 Theory and Practice of Adapted Activities	2	Ed. 167d Coaching of Baseball	1
Ed. 167f Coaching of Football	2	Ed. 167e Coaching of Basketball	2
		Ed. 167t Coaching of Track	1

**Senior Year**

P. W. 171 Physical Activities	1	P. W. 204 Interpretation and Objectives	3
P. W. 209 Physical Activities Tests	2	P. W. 206 Organization and Administra-	2
P. W. 252 School Health Service	3	tion	
Zool. 125 Elementary Physiology	4		

## Women

## Sophomore Year

First Semester	Hours	Second Semester	Hours
P. W. 121 Physical Activities -----	2	P. W. 122 Physical Activities-----	2
Zool. 115 Elements of Anatomy-----	3	P. W. 152 Kinesiology-----	2
		Ed. 167h Teaching of Health-----	2

## Junior Year

Ed. 167a Teaching of Coaching-----	2	Ed. 167b Teaching of Coaching-----	2
P. W. 127 First Aid -----	2	P. W. 133 Theory of Adapted Activities-----	2
P. W. 129 Organization of Physical Activities -----	2	P. W. 130 Organization of Physical Activities -----	2
P. W. 252 School Health Service-----	3		

## Senior Year

P. W. 171 Organization of Physical Activities -----	2	P. W. 172 Organization of Physical Activities -----	2
P. W. 209 Physical Activities Tests-----	2	P. W. 204 Interpretation and Objectives-----	3
		P. W. 206 Organization and Administration-----	2

**University Health Service.** A university health service will be inaugurated in the fall of 1937, with a full-time medical officer and two full-time registered nurses.

A health fee of \$2 per semester will provide for each student a complete health examination each year with proper card records and check-up examinations as required. The infirmary will provide clinical service for minor ailments of students presenting themselves at the hours specified.

The university medical officer will make diagnostic visits to students, especially in cases suspected of an infectious or contagious character. Medical care will be secured by the students through physicians of their own choice at their own expense. The university medical officer will not be available for such service.

Students desiring limited hospitalization at the university infirmary may, if bed service is available, secure such service by the payment of an additional fee. Because of the limited bed facilities at the infirmary, the university cannot guarantee hospitalization for students. A well equipped local hospital is available to students at their own expense.

## MILITARY SCIENCE AND TACTICS

The Reserve Officers' Training Corps was established under the National Defense Act of June 4, 1920. The Board of Trustees of Ohio University in 1935 entered into an agreement with the federal government for the establishment of a voluntary R.O.T.C. unit. Under this agreement the university maintains an elective course of military training for men students who are physically qualified. A student has the choice between two years of military training and the required first and second year courses in the Department of Physical Welfare. Those who complete the first two years of military training and two additional years of five hours each semester are eligible for commission in the Officers' Reserve Corps of the United States Army. The first two years carry one hour of credit each semester and the last two, three hours of credit each semester.

All necessary training equipment and the principal articles of the uniform are issued to basic course students by the federal government without cost. Articles so issued remain the property of the government and must be returned.

A fee of \$6, \$3 payable at the beginning of each semester, is required of freshmen to cover the cost of essential articles of uniform not issued free. Articles so purchased become the property of the student and enable him to make a substantial saving in the cost of ordinary clothing.

Upon entering the advanced course the student receives a money allowance for uniforms which last year amounted to \$29 for the first year. Upon entering the second year he receives a uniform maintenance allowance which last year was \$7. In addition "commutation of rations" is paid the advanced course student quarterly. Last year this amounted to twenty-five cents a day.

The total enrollment in military science and tactics may have to be restricted to two hundred students if additional facilities cannot be made available.

## EXTENSION DIVISION

The Extension Division offers work in the form of extension classes and correspondence study.

Any community in which a group of persons agrees upon a course which it desires to study will be supplied with an instructor from the university faculty. The size of the group necessary to secure an instructor will depend upon the distance of the community from the campus. The division will provide the regular instructor of the course or a member of the department in which the course is offered. The instructor will meet the class once a week for a class session that will be determined by the amount of credit allowed for the course.

The purpose of correspondence study is to extend the privilege of university training even more widely. A wide variety of subjects in thirty departments are offered and are taught by members of the regular faculty. The courses appeal to teachers, business men and women, ministers, social workers, and others who wish to engage in systematic study during their spare time. Qualified students are accepted at any time. Persons over twenty-one years of age are admitted upon condition that they show ability to carry the work.

In extension classes and correspondence study a student may earn as much as 40 semester hours to apply toward the requirements for a degree, or 18 semester hours toward a two-year diploma. Persons who are employed are limited to 6 semester hours a semester.

In 1931 Ohio University was admitted to membership in the National University Extension Association. This association is made up of about fifty of the recognized colleges and universities throughout the country that maintain divisions of university extension. The N. U. E. A. is not an accrediting body; it merely promotes standards and recognizes them by strict procedures for the admission of colleges and universities to membership.

Persons interested in any of the work of the Extension Division should write to the director for a special bulletin or other information.

## THE SESSIONS

The school year of the university is composed of two semesters and two summer sessions.

**Semester Sessions.** A semester is composed of approximately eighteen weeks in which a student usually enrolls for sixteen semester hours of credit.

For those who are employed during the day, the university also offers a number of academic and professional courses in evening classes and Saturday morning classes. A student enrolled in one of the evening or Saturday classes is limited to six hours a semester, if fully employed.

**Summer Sessions.** Additional educational opportunities are provided in the summer sessions for students desiring to lessen the time for securing a degree, for those desiring to supplement their degree requirements with additional courses, for those desiring to make up failures and deficiencies, and for those who are able to attend only during the summer period.

The first summer session continues for eight weeks, during which the use of a six-day-a-week schedule enables the student to complete the equivalent of half a semester's work. The quality of the offerings and the range of subjects offered in the summer session are the same as in the semester.

The post summer session is a continuation of the summer session. This session of three weeks' duration enables a student to complete from one to three semester hours. The post summer session was provided especially to assist the student who finds himself just a few hours short of meeting a particular requirement. The subjects offered depend largely upon the demands of the students.

Information may be obtained in the summer sessions bulletin or from the director of the summer sessions.

## EXPLANATION

The courses of instruction are arranged in numerical or by fields of instruction.

The course number indicates for what classification of students the course is designed, as follows:

1 - 99 for University College students

100 - 199 for undergraduate students

200 - 299 for advanced undergraduate and graduate students

300 - 399 for graduate students

An odd number indicates that a course is given in the first semester or in both first and second semesters. An even number indicates that a course is given in the second semester, with the exception of the numbers used for the teaching technique courses.

Two numbers at the beginning of a course indicate a year course. A hyphen between the numbers indicates that the course is a continuous year course. A comma between the numbers indicates that the course is a year course in which the first semester need not be a prerequisite for the second semester.

A course that is offered during the summer session only or that is not offered during the school year of 1937-1938 is indicated by a statement in parenthesis.

It is understood that a lecture course with a credit of three semester hours will have three lectures or recitations a week for a semester. When a course consists of lecture and laboratory periods, the number of both are indicated.

When a course requires a fee, the amount is stated. The amount of the fee is determined by the credit; one dollar is assessed for each semester hour. For a year course, the fee is stated for a semester.

A prerequisite is usually indicated by the number of the course or the number of semester hours required. When the course number or the number of semester hours refers to another field of instruction, the field is named.

Credit for a course is indicated by the number in parenthesis. In a year course, the number refers to credit for a semester. One semester hour, (1), is the equivalent of one recitation or two or more laboratory periods a week throughout a semester. Whenever a number is in parenthesis in the curriculum requirements, it likewise refers to semester hours of credit.

The instructors of a course are arranged according to priority of service within the respective ranks.

## COURSES OF INSTRUCTION

### ACCOUNTING (See Commerce)

### ADVERTISING (See Commerce)

## AGRICULTURE

1. General Agriculture. Planned to meet the needs of those preparing to teach agriculture and for those interested in the practical applications of the problems of general agriculture. 2 lec. and 2 lab. Fee \$3. (3) Wiggin.

3, 4. Forestry. Ways and means of identification and classification of trees and shrubs. A study of vernation, periods of blooming, and seed germination. Fee, \$3. (3) Copeland.

102. Vegetable Gardening. Classification, description, use, culture, grading, storing, and marketing of vegetable crops. 2 lec. and 1 lab. Fee, \$3. (3) Wiggin.

103. Fruit Growing. (1938-1939) A study of the selection of an orchard location, propagation, planting, fruit-setting, nutrition, thinning, disease and insect control, harvesting, grading, judging, storing, and marketing of apples. 2 lec. and 1 lab. Fee, \$3. (3) Wiggin.

104. Small Fruits. (1938-1939) A study of fruits commonly grown in Ohio. 2 lec. and 1 lab. Fee, \$3. (3) Wiggin.

109. Ornamental Horticulture. The principles of landscape gardening as applied to home grounds and civic improvement, and the culture of ornamental flowers and shrubs. 2 lec. and 1 lab. Fee, \$3. (3) Wiggin.

111. Rural Economics. A study of theories relating to farm problems of wages, rent, labor, land values, farm management, and marketing. (3) Copeland.

115. Soils and Fertilizers. The origin, types, physical properties, and distribution of soils, and their relation to crop production. Stable manure, green manure, and fertilizers as used in the maintenance of soil fertility. 2 lec. and 1 lab. Fee, \$3. Prereq., a course in general chemistry. (3) Wiggin.

116. Field Crops. A general course in the principles of plant growth. Emphasis on the use of important cereal grass, forage, and root crops. 2 lec. and 1 lab. Fee, \$3. Prereq., 115. (3) Wiggin.

121. Types and Breeds of Farm Animals. (1938-1939) A study of types and breeds of farm animals: their history, development, judging, breed-

ing, handling, and important characteristics. 2 lec. and 1 lab. Fee, \$3. (3) Wiggin.

124. General Dairying. (1938-1939) The fundamentals of milk production, care and marketing, and the manufacture of products made from milk. 2 lec. and 1 lab. Fee, \$3. (3) Wiggin.

127. Types, Breeds, and Management of Poultry. The origin and development of types and breeds, the general care and management of poultry, incubation, and the marketing of poultry products: 2 lec. and 1 lab. Fee, \$3. (3) Wiggin.

131, 132. Floriculture and Greenhouse Management. A study of important cut-flower and pot-plant crops grown in greenhouses, the construction and management of greenhouses, and flower store management and floral designing. 2 lec. and 1 lab. Fee, \$2. (2) Wiggin.

135. Farm Management. The application of problems of rent, wages, labor, land values, marketing, and various phases of farm efficiency. (3) Copeland.

141, 142. Evolution and Heredity. (Not offered in 1937-1938.) A consideration of the prominent theories relating to environment, evolution, and inheritance. (3) Copeland.

143, 144. Genetics. Inheritance, environment, and other factors relating to variations, mutations, and changes leading to the origin of new races and varieties of plants or animals. (3) Copeland.

146. Eugenics. Problems of inheritance and environmental factors that relate to race betterment. (2) Copeland.

168a. Teaching of Agriculture. See Ed. — Teaching Techniques.

220. Plant Growth. A course in the advanced phases of plant growth dealing with such phenomena as tropism, adaptations, periodicity, physical and chemical responses, and correlations. Fee, \$1 for each credit hour. Prereq., 1 and 116. (3-5) Wiggin.

222. Agricultural Problems. Designed to train the student in some important advanced laboratory methods and research problems encountered in the agricultural field with an accompanying survey of available literature. 1 lec. and 4-8 lab. Fee, \$1 for each credit hour. Prereq., 1 and 116. (3-5) Wiggin.

226. Forest Survey. A field-laboratory study of special topics selected from: forest management, forest technic, natural and artificial regeneration of woodlots, locations and habitats of trees, forests and erosion, forestry, and permanent agriculture. 6-10 lab. Fee, \$1 for each credit hour. Prereq., 3, 4, and 6 hrs. botany. (3-5) Copeland.

381. Research in Agriculture. Problems for investigation confined to conservation of natural resources of the farm, domestication of wild plants, and rural economics. 6-12 lab. or field. Fee, \$1 for each credit hour. Prereq., 1, 3, 4, and 6 hrs. botany. (3-10) Copeland.

## ARCHAEOLOGY AND ANTIQUITIES

101. **Introduction to Archaeology.** The history of the development of archaeology from its earlier stages to its present status of dignity and scientific method. Methods and technique of archaeology, its aims and purposes, the general types of archaeological work and excavation. (3) Hill, Harris, Johnston, Taylor.

202. **The Archaeology of the Mediterranean Area.** Designed to provide a comprehensive appreciation and understanding of the archaeological activities of Palestine and Egypt, with emphasis on the Minoan (Cretan) and Mycenaean civilization. The archaeology of Greece and the Aegean islands, and to a lesser extent the archaeological remains of the Roman period. Pre-req., 12 hrs. foreign language or 12 hrs. history and antiquities. (3) Hill, Harris, Taylor.

For additional courses see the following:

Gr. 55, 56. Contributions of Greek Civilization.

Hist. 233. History of Civilization.

Latin 229. History of Roman Culture.

Latin 231. The Life of the Romans.

P. & A. Arts 21. History of Art.

Philos. 201. History of Ancient and Medieval Philosophy.

Soc. 125. Cultural Anthropology.

## ART

(See Painting and Allied Arts)

## ASTRONOMY

(See Mathematics and Astronomy)

## BIOLOGY

(See Zoology)

## BOTANY

1, 2. **Freshman Botany.** A general survey of the field of botany. 2 lec. and 2 lab. Fee, \$3. (3) Boetticher, Vermillion.

5, 6. **General Biology.** A general study of the plant and animal world. Attention given to structural, physiological, and economic aspects, and to distribution and successions. 2 lec. and 2 lab. Fee, \$3. (3) Matheny, Boetticher, Vermillion.

101, 102. **General Botany.** A course in systematic botany for advanced students beginning the subject. Not open to those who have credit in courses 1 and 2. 2 lec. and 2 lab. Fee, \$3. (3) Matheny, Boetticher.

107. **Wild Flower Identification.** (Summer session only.) A course to familiarize the student with the local flora. Trips are conducted to nearby points of botanical interest. 2 lec. and 2 lab. Fee, \$3. (3) Matheny.

123, 124. General Science. (Summer session only.) A course for those who expect to teach the subject. 2 lec. and 2 lab. Fee, \$3. (3) Matheny.

131. The School Museum. A study of the use, organization, and care of the school museum. Practice in the university museum. (2) Matheny.

168b. Teaching of Botany. See Ed. — Teaching Techniques.

168g. Teaching of General Science. See Ed. — Teaching Techniques.

203, 204. Plant Ecology. A study of plants in relation to their environment. 2 lec. and 2 lab. Fee, \$3. Prereq., 1, 2 or 101, 102. (3) Matheny.

205-206. Plant Physiology. (1938-1939) The physiology of absorption, rise of sap, transpiration, food synthesis, translocation, respiration, fermentation, waste products, and growth. 2 lec. and 2 lab. Fee, \$3. Prereq., 1, 2 or 101, 102 or 203, 204. (3) Vermillion.

209-210. Plant Microtechnic. The killing, fixing, imbedding, sectioning, staining, and mounting of plant tissues, and the use of the camera lucida, micrometers, and photomicrographic practices. 2 lec. and 2 lab. Fee, \$3. Prereq., 1, 2 or 101, 102 or 203, 204. (3) Boetticher.

215-216. Taxonomy of Vascular Plants. (1938-1939) The phylogeny of pteridophytes and gymnosperms with special attention to floral structures and organography, and the taxonomy of monocots and dicots. 2 lec. and 2 lab. Fee, \$3. Prereq., 1, 2 or 101, 102 or 203, 204. (3) Boetticher.

221-222. Plant Pathology. A course dealing with the nature, cause and control of plant diseases. 2 lec. and 2 lab. Fee, \$3. Prereq., 1, 2 or 101, 102 or 203, 204. (3) Vermillion.

227. Freshwater Algae. The structure, classification, and environmental relations of freshwater algae. 2 lec. and 2 lab. Fee, \$3. Prereq., 1, 2 or 101, 102 or 203, 204. (3) Matheny.

281. Research in Botany. Fee, \$1 for each credit hour. Prereq., 20 hrs. (1-6) The staff.

291. Seminar in Botany. Prereq., 15 hrs. (1-2) The staff.

395. Thesis. (4-8) The staff.

BUSINESS LAW  
(See Commerce)

BUSINESS MANAGEMENT  
(See Commerce)

## CHEMISTRY

**1-2. General Chemistry.** 3 lec. and 4 lab. Fee, \$4. (4) Morton, Gullum, Eblin.

**3-4. Advanced General Chemistry.** 3 lec. and 3 lab. Fee, \$4. Prereq., high school chemistry. (4) Clippinger, Eblin.

**105-106. Qualitative Analysis.** The separation and detection of metals. Course 106 continues with a complete qualitative analysis of simple substances and mixtures. 1 lec. and 8 lab. Fee, \$3. Prereq., 2 or 4. (3) Gullum.

**109-110. Quantitative Analysis.** The problem side of analytical chemistry as well as the laboratory. The course teaches the rapidity and accuracy necessary to analytical work; the interpretation of results and the exercise of care and integrity. Primarily volumetric analysis. In course 110 the following phases are considered: iodometry, volumetric precipitation, electrolytic and electrometric analysis, and gravimetric procedure. 2 lec. and 7 lab. Fee, \$4. Prereq., 105. (4) Clippinger.

**115-116. Organic Chemistry.** The course is designed for students in the pre-medical and chemical courses. Prereq., 2 or 4. (3) Dunlap.

**119-120. Organic Preparations.** Practical work in organic chemistry. Fee, \$5. Prereq., 115 or with 115. (2) Dunlap.

**122. Physiological Chemistry.** 2 lec. and 4 lab. Fee, \$3. Prereq., 115. (3) Gullum.

**168s. Teaching of Chemistry and Laboratory Practice.** See Ed. — Teaching Techniques.

**201-202. Inorganic Preparations.** A fundamental course in the preparation of typical chemical substances in the pure condition. The course illustrates the general methods of simple crystallization in the presence of iso-morphous impurities. Several electrochemical preparations are included. Laboratory and conferences. Fee, \$4. Prereq., 109. (4) Clippinger.

**205. Advanced Quantitative Analysis.** Special problems in analytical chemistry. Fee, \$3. Prereq., 110. (3) Clippinger.

**206. Industrial Analysis.** The analysis of oils, gases, and water, with problems for interpretation. Prereq., 110. (3) Clippinger.

**209. Advanced Organic Chemistry.** A presentation of special topics in the field of organic chemistry. Contributions of organic chemistry to fundamental chemical principles, and the applications of chemical theories to problems of organic chemistry are emphasized. Prereq., 120. (2) Eblin.

**213-214. Physical Chemistry.** Prereq., 116 and Mathematics 6. (3) Morton.

**215-216. Practical Physical Chemistry.** Fee, \$3. Prereq., 214. (3) Morton.

217-218. Advanced Physical Chemistry. Prereq., 214 and Mathematics 118. (2) Morton.

221. Chemistry of Engineering Materials. A study of the chemical properties of materials used in building construction, equipment, and plant operation. Theories introduced which account for corrosion, for hardening of cement, for effects of heat treatment of steels, and for action in primary and secondary electric cells. Prereq., 109. (3) Clippinger.

224. Metallurgy. A study of metallic structure, heat treating, polishing, microscopic examination, and photographing of steels and other alloys. Fee, \$3. Prereq., 214. (3) Clippinger.

225. Electrochemistry. A study of the fundamentals of electrolysis, the phenomena of electrolytic dissociation, conductance, transference, electrokinetics, electromotive force of concentration and oxidation-reduction cells, polarization, and depolarization. Practical applications of electrolytic reduction and oxidation. Prereq., 214. (2) Morton.

227. Atomic Structure. The modern theory of the atom and the application to chemical phenomena. Prereq., 214. (2) Morton.

228. Colloid Chemistry. Theoretical discussion and applications to chemical industry. Prereq., 214. (2) Eblin.

229-230. Chemical Engineering. A study of the fundamental principles of unit operations with problems to illustrate the theories. Prereq., 214. (3) Dunlap.

231-232. Practical Chemical Engineering. Laboratory practice in heat transfer, filtration, distillation, etc. Fee, \$2. Prereq., 229 or with 229. (2) Dunlap.

240. Pyrometry. A study of heat measurement and control in industrial operations. Fee, \$3. Prereq., 214. (3) Eblin.

251. Special Problems in Chemistry. A consideration of special problems and methods as applied to the chemical industries. Fee, \$1 for each credit hour. Prereq., 24 hrs. (3-6) Gullum.

301. Problems in Physical Chemistry. Fee, \$1 for each credit hour. Prereq., 216. (2-4) Morton.

381. Research in Physical Chemistry. Fee, \$1 for each credit hour. Prereq., 36 hrs. (3-12) Morton.

383. Research in Organic Chemistry. Fee, \$1 for each credit hour. Prereq., 36 hrs. (3-12) Dunlap.

385. Research in Quantitative Analysis. Fee, \$1 for each credit hour. Prereq., 36 hrs. (3-12) Clippinger.

395. Thesis. (2-4) The staff.

## CIVIL ENGINEERING

**1-2. Mechanical Drawing.** Freehand lettering, use of instruments, geometric constructions, orthographic projection, revolution, auxiliary and sectional views, and dimensioning. Isometric, oblique, detail and assembly drawings. Intersections, developments, structural, electrical and architectural drafting, tracings and blue prints. Students who enter with one or more units of mechanical drawing may be excused by the instructor from part or all of the course. 6 lab. (2) Thomas.

**74. Engineering Instruments.** Verniers, planimeters, and slide rule. Prereq., Mathematics 5. (1) Thomas.

**103. Mechanical Drawing.** Working drawings of furniture, of joints used by cabinet makers, preparation of stencils. 1 lec. and 5 lab. Prereq., 1. (2) Thomas.

**105. Descriptive Geometry.** Problems relating to points, lines, planes, and their projection in the different quadrants, space visualization. Daily exercise sheets. Prereq., 1 or with 1. (3) Thomas.

**106. Descriptive Geometry.** Planes, solids, curved surfaces, intersection of planes and solids, model making, practical applications. Prereq., 105. (2) Thomas.

**107. Perspective Drawing.** Representation of an object as it would appear on a plane when viewed from a point; drawing of shadows on objects and planes, both in parallel and oblique perspective. 3 lab. Prereq., 2. (1) Clark.

**110. Plane Surveying.** Surveying methods and methods of computation. Each student completes twenty field problems. 3 lec. first 10 weeks and 9 lab. last 8 weeks. Fee, \$3. Prereq., Mathematics 5. (3) Clark.

**111. Field Work.** Preliminary survey for a railroad or highway; profile of the line; computation of cut and fill, and cost estimate; setting slope stakes. 6 lab. Fee, \$2. Prereq., with 151. (2) Clark.

**113. Topographic Surveying.** Application of the principles of surveying to map making, study of horizontal and vertical control, triangulation, stadia traversing, note taking and reduction, and map making. 6 lab. Fee, \$2. Prereq., 110. (2) Clark.

**120. Applied Mechanics.** A study of the various kinds of forces: friction, center of gravity, static moment, moment of inertia, rectilinear motion, rotation, work, energy, impulse, momentum. Prereq., Mathematics 6. (3) Addicott.

**121. Mechanics of Materials.** Resistance and elasticity of materials, ultimate stresses and deformations, riveted joints, shear and moment in beams, columns. Prereq., 120, Mathematics 118. (4) Addicott.

**122. Testing Laboratory.** A series of experiments on the tensile, com-

pressive and shearing strengths of the principal materials of engineering. 3 lab. Fee, \$1. Prereq., 121. (1) Addicott.

123. **Stresses in Structures.** Application of the laws of static equilibrium to the analysis of stresses in component parts of engineering structures. 4 lec. and 2 lab. Prereq., 120. (5) Gaylord.

124. **Engineering Problems.** Typical problems in engineering, involving applications of mathematics through calculus. Prereq., Mathematics 118. (3) Gaylord.

125. **Graphic Statics.** Graphic solution of statically determinate forces; use of the equilibrium polygon and stress diagrams. 3 lab. Prereq., with 123. (1) Gaylord.

130. **Structural Design.** Principles involved in the design of members for steel structures. Applications and problems in the design of roof trusses, bridges, and building frames. 4 lec. and 2 lab. Prereq., 121 and 123. (5) Gaylord.

131. **Structural Design.** Each student is required to make a complete design for a highway or railroad bridge, following standard specifications issued by the state highway departments and railroad companies. 6 lab. Prereq., 130. (2) Gaylord.

135. **Reinforced Concrete.** Theory and design of slabs, beams, columns, and footings. Prereq., 121. (4) Addicott.

136. **Masonry.** Materials and their use in the construction of masonry structures such as foundations, dams, walls, abutments, and arches. Prereq., 135. (3) Addicott.

141. **Hydraulics.** Application of the fundamental principles of hydraulics to engineering. Pressure on submerged surfaces, orifices, weirs, pipes, and open channels. 3 lec. and 2 lab. Prereq., 120 and Mathematics 118. (4) Clark.

142. **Sanitary Engineering.** Sewer systems and sewage disposal, rational methods of estimating quantities of sewage, construction and relative advantages of various types of disposal plants. Prereq., 141. (3) Clark.

144. **Water Supply.** Design, construction, and maintenance of water supply systems, sources of water supply, purification, delivery system. Prereq., 141. (2) Addicott.

151. **Railroad Engineering.** Simple and compound curves, turnouts, vertical curves, earthwork and construction methods. Prereq., 110. (3) Clark.

152. **Highway Engineering.** Materials, drainage, alinement, capacity, and finance as used in construction, maintenance, and operation of the modern highway. Prereq., 151. (3) Thomas.

171. **Mine Engineering.** Mine surveying, ventilation, and timbering. The course deals primarily with the coal industry. Prereq., 110. (3) Addicott.

214. **Advanced Surveying Problems.** Principles and practice in calculations for azimuth, longitude and latitude by means of astronomic observations on Polaris and the sun, use of the plane table, and an intensive study of contour lines. 6 lab. Prereq., 113. (2) Clark.

227. **Statically Indeterminate Structures.** Theory of analysis of structures for which the conditions of statics do not suffice to effect a solution. Prereq., 131 and permission. (3) Gaylord.

238. **Design of Arches.** Theory of analysis and principles of design of arches and rigid frames. Each student is required to carry through the analysis of an assigned arch and to prepare drawings. 1 lec. and 6 lab. Prereq., 227. (3) Gaylord.

276. **Contracts and Specifications.** A study of the writing and use of engineering contracts and specifications. (2) Addicott.

278. **Engineering Costs.** Economy in engineering, comparisons of immediate economy, ultimate economy, advisability of replacing an existing structure, engineer's use of accounting records, estimating technique. (3) Gaylord.

## CLASSICAL LANGUAGES

### GREEK

1-2. **Beginning Greek.** The development of a practical working vocabulary, minimum essentials in form and syntax, with the reading of selections from classical authors. Attention to the Greek element in English. (4) Hill.

55, 56. **Contributions of Greek Civilization.** The contributions of Greek civilization to modern life. Specific subjects are studied and discussed for the part Greece had in their development; as history, political science, geography, music, literature, medicine, architecture, mathematics, and the sciences. (1) Hill.

101-102. **Xenophon, Homer, and Plato.** Review of principles in grammar and syntax in conjunction with the reading of parts of Xenophon's *Anabasis*. Selections from Homer's *Iliad* and *Odyssey*, followed in course 102 by Plato's *Apology* and *Crito* with some attention to allied philosophical works. Prereq., 2. (3) Brokaw.

114. **The Greek Epic in English.** The *Iliad* and *Odyssey* are read in translation, and some attention is given to the development of the epic. (1)

127. **Greek Words in English.** Literary and scientific terms of Greek origin which provide a major part of the technical and semi-technical vocabulary in many of the cultural and professional fields. Special laboratory assignments for developing the student's vocabulary in the range of his particular interests. No previous knowledge of Greek required. Prereq., 6 hrs. foreign language or English. (2) Hill, Brokaw.

211. Greek Drama in English. A survey of Greek dramatic literature with readings from the masterpieces of Greek drama. Prereq., 12 hrs. English. (2)

216. New Testament Greek. Prereq., 11 hrs. (2) Hill, Davis.

309. Greek Lyric Poets. Theocritus, Pindar, and Sappho. Prereq., 14 hrs. and 12 hrs. Latin. (2) Hill.

310. The Greek Orators. Selections from Lysias and Demosthenes. Prereq., 14 hrs. and 12 hrs. Latin. (2) Hill.

## LATIN

1. Elementary Latin. A course covering the essentials in beginning Latin with some attention to the Latin element in English. (4) Colley.

2. Caesar. Selections from the *Gallic War* preceded by the reading of easy narrative dealing with mythology and Roman history. Prereq., 1. (5) Colley.

3. Cicero. Some review of forms and syntax at the beginning of the semester with the reading of chapters from Caesar's *Gallic War*, followed by selected orations of Cicero. Prereq., 2 or 3 yrs. high school Latin. (4) Brokaw, Colley.

4. Vergil. The reading of portions of the first six books of the *Aeneid*, with some study of classical mythology. Prereq., 3 or permission. (4) Brokaw, Davis.

101. Cicero's Essays. Some review of essential elements of Latin and a comparative study of the literature on friendship in connection with the first essay. *De Amicitia*, *De Senectute*, *Scipio's Dream*. Prereq., 4, 4 yrs. high school Latin, or 3 yrs. and permission. (4) Hill.

102. Horace and Terence. The *Odes* and *Epodes*, and Terence's *Phormio*. Prereq., 101 or permission. (4) Hill.

103. Pliny. Selected letters. Prereq., 102. (3)

104. Livy and Ovid. Selections from the *Histories* and the *Metamorphoses*. Prereq., 101. (3) Brokaw.

112. Writing Latin Prose. Exercises in the writing of Latin, designed to afford a review of the more important principles of Latin syntax. Prereq., 101. (1) Hill.

121. Sallust. (Summer session only.) The *Catiniline* and selections from the *Jugurtha*. Prereq., 4. (3) Hill, Brokaw.

123. Nepos and Livy. (Summer session only.) Selected *Lives* of Nepos, and selected readings from Livy ranging in time from the founding of the Republic to the end of the Punic Wars. Prereq., 4. (3) Brokaw.

125. Cicero, Selected Works. (Summer session only.) The reading of

important orations of Cicero not commonly read in high school, and selections from his other works which are of particular interest to teachers of high school Latin. Prereq., 101 or permission. (3) Hill, Brokaw.

1651. **Teaching of Latin.** See Ed. — Teaching Techniques.

211. **Cicero and Catullus.** (1938-1939) Selected letters from Cicero and selections from the *Carmina* of Catullus. Prereq., 103. (3) Hill, Davis.

212. **Caesar and Plautus.** (1938-1939) Caesar's *Civil War* and Plautus' *Captivi* or *Mostellaria*. Prereq., 103. (3) Davis.

213. **Horace and Juvenal. *Satires.*** Prereq., 103. (3) Hill, Brokaw.

214. **Tacitus and Medieval Latin Selections.** The *Agricola* and *Germania* are read from Tacitus. Prereq., 103. (3) Davis.

220. **Vergil, Latin Epic.** (Summer session only.) Lectures on the general literary content and technique of the *Aeneid*, with translations from the last six books. Prereq., 103. (3) Hill.

221. **Seutonius.** (Summer session only.) The lives of Julius Caesar and of Augustus with some discussion of facts obtained from other sources. Prereq., 103. (3) Hill, Brokaw.

222. **The Latin Dramatists.** (Summer session only.) Selected plays from Plautus and Terence and one of the tragedies of Seneca. Informal lectures on the different forms of drama among the Romans and their relation to the Greek. Prereq., 103. (3) Hill.

223. **Vergil's Eclogues and Georgics.** (Summer session only.) Informal lectures on the early life of Vergil with the reading of selections from the *Eclogues* and *Georgics*. Some attention is also given to the collection of minor works known as the *Appendix Vergiliana*. Prereq., 103. (3) Hill.

224. **Petronius.** The *Cena Trimalchionis* is read and studied both for the light it throws on social life at Rome and as an example of Latin prose of the Empire. Prereq., 104. (2) Brokaw.

225. **De Natura Deorum.** Cicero's presentation of the classic conception of the nature of god and the founding of the universe. Prereq., 104. (2) Hill.

226. **Martial.** A study of the epigrams of Martial as they portray with vivid personal touch almost every phase and station of Roman life. Prereq., 104. (1) Hill, Brokaw.

227. **Roman History in the Classical Period.** (Summer session only.) A brief survey of the outstanding events of Roman history during the period in which the most important works of Latin literature were produced. Prereq., 6 hrs., or 9 hrs. history and antiquities. (1) Hill.

228. **Roman Religion and Mythology.** Emphasis upon the relationship between Roman religion and mythology and upon the attributes and functions of the various divinities and mythological characters. Prereq., 8 hrs. classical languages or history and antiquities, or 12 hrs. English. (2) Hill, Brokaw.

229. **History of Roman Culture.** Beginning with the archaeological evidence of civilization in Italy and in the whole area of the Mediterranean at the time of the traditional founding of Rome, the course is designed to trace the various influences and stages in the growth of Roman culture. Prereq., 9 hrs., or 12 hrs. history and antiquities. (2) Hill.

231. **The Life of the Romans.** The social customs of the Romans with special attention to the monumental evidence in antiquities illustrative of Roman life. The course deals with such topics as the form of the Roman house, methods of transportation, sources of income, social organization, slavery, public amusements, and related features of Roman life. Prereq., 12 hrs., or 12 hrs. history and antiquities. (2) Hill.

232. **Introduction to the History of Language.** A study of the principles of linguistic change. Special attention to the development of the Romance languages from Latin and to the history and development of English. Prereq., 14 hrs. foreign language or 12 hrs. English. (2)

233. **Advanced Latin Syntax.** A study of the principles of Latin syntax with some emphasis upon their application in translation. Prereq., 103. (1-3) Hill, Brokaw.

235. **Latin Poetry of the Empire.** Generous selections from the best of the post-Augustan poets. Designed to acquaint the student with the wealth of poetic literature in the period which followed the golden age. Prereq., 103. (3) Hill.

238. **Epigraphy and Paleography.** An introductory study of the form and content of Latin inscriptions with the reading of a limited number to illustrate their value as a source of information. A consideration of Latin manuscripts, the various styles of writing, and the relation of the manuscripts to the established text of a Latin author. Prereq., 103. (2) Hill, Brokaw.

240. **Special Work in Latin.** Prereq., 103. (1-5) The staff.

311. **Ovid's Fasti.** Selected books of the *Fasti* are read for content and for the light they throw on early Roman religion. Some study of elementary principles of text criticism. Prereq., 15 hrs. (3) Hill.

312. **Sallust's Catiline and Jugurtha.** Prereq., 20 hrs. (3) Hill.

313. **Latin of the Transition Period.** Prereq., 20 hrs. (3) Hill.

395. **Thesis.** A thesis may be offered in Latin or classical languages. (4-8) The staff.

## COLLEGE PROBLEMS

1. **College Problems.** A course of lectures and conferences during the first semester designed to help the student make his adjustments to the personal problems of university life. Required of all freshmen. (1) Voigt, Johnston.

COMMERCE  
ACCOUNTING

**75-76. Elementary Accounting.** The fundamental principles of accounting theory and practice. (3) Fenzel, Beckert, Ray, Otis.

**81. Accounting Survey.** Open only to non-commerce students in order that they may obtain a knowledge of general principles of accounting in a minimum of time. (2) Beckert.

**101-102. Secretarial Accounting.** The fundamental principles of accounting with particular emphasis on their application in the accounts of institutions, societies, individuals, and professional men. Not open to students who have had course 76. (3) Sponseller.

**125. Intermediate Accounting.** The preparation and analysis of balance sheet and income statements, principles of actuarial science, accounting for corporate net worth, and asset valuation. Prereq., 76 or 102. (3) Fenzel, Beckert, Otis.

**156. Accounting Systems.** Principles and problems of system designing and analyses of systems for specialized enterprises. Prereq., 125. (3) Otis.

**161b. Teaching of Bookkeeping.** See Ed. — Teaching Techniques.

**175. Cost Accounting.** Manufacturing cost determination under the job-order and process systems. Prereq., 125. (3) Ray.

**195. Advanced Principles of Accounting.** Actuarial science as related to accounting, principles of current and fixed asset valuation, special phases of net worth accounting, consignments, installment sales, and special statement analyses. Prereq., 125. (3) Ray, Otis.

**206. Advanced Problems of Accounting.** Problems peculiar to partnerships, receiverships, and fiduciaries; accounting for branch houses, ventures, governmental units, and brokers; consolidated statements; and foreign exchange as related to accounting. Prereq., 195. (3) Ray, Otis.

**224. Standard Costs and Budgets.** The establishment of cost standards; preparation of budgets; and analysis of cost variances. Prereq., 175. (3) Ray.

**243. Income Tax.** A study of the current Federal Revenue Act and its application to hypothetical cases. Returns are prepared for individuals, partnerships, and corporations. Prereq., 125. (3) Ray.

**255-256. Auditing.** Purposes of audits and examinations, and principles and problems of procedure supplemented by analyses of cases and audit working papers. Prereq., 206. (3) Otis.

**278. C. P. A. Problems.** Analysis, interpretation and solution of problems selected from examinations given by various state boards. Prereq., 255. (3) Otis.

281. Research in Accounting. Prereq., 175, 195, and permission. (2-4) The staff.

391. Seminar in Accounting. Prereq., 15 hrs. in accounting and permission. (2-5) The staff.

395. Thesis. (4-8) The staff.

### ADVERTISING

155. Advertising Principles. The fundamentals of advertising as developed in modern procedure. Prereq., Marketing 155 or permission. (3) Krauskopf.

176. Advertising Problems. A logical sequel to Advertising Principles. It emphasizes administrative problems and the coordination of advertising with other marketing activities. Prereq., 155. (2) Krauskopf.

186. Retail Advertising. The principles of advertising as related to the needs of retailers. Prereq., 155. (3) Krauskopf.

211. Direct Mail Advertising. An examination of direct mail materials other than the letter from the campaign point of view. Special emphasis is placed on booklets. Prereq., 155 and Economics 102. (2) Krauskopf.

232. Copy Writing. The elementary essentials of copy developed by the study of current theory and analysis of tested examples. Considerable constructive work will be required. Prereq., 155 and Economics 102. (2) Krauskopf.

281. Research in Advertising. Prereq., 18 hrs. commerce including 5 hrs. in advertising and permission. (2-4) The staff.

391. Seminar in Advertising. Prereq., 18 hrs. commerce including 5 hrs. in advertising and permission. (2-5) The staff.

395. Thesis. (4-8) The staff.

### BUSINESS LAW

155-156. Business Law. The principles of law involved in contracts, agency, sales, bailments, negotiable instruments, partnerships, and corporations. Prereq., junior rank. (3) Dykstra.

175. Government and Business. Statutes, and court decisions interpreting them, by which federal, state, and local governments control, regulate, and aid business. Prereq., junior rank. (2) Dykstra.

185. Law of Marketing. Trademarks, methods of protecting goodwill, relief against unfair competition and the legal aspects of other problems encountered in advertising and marketing. Prereq., 155, and Marketing 155. (2) Dykstra.

211. Law of Corporate Organization and Reorganization. Legal problems involved in corporate formation, and reorganization with special refer-

ence to procedure under 77 B of the Federal Bankruptcy Act. Prereq., 156. (2) Dykstra.

222. **Law of Commercial Paper.** (Not offered in 1937-1938.) A comprehensive study of bills and notes and other evidences of indebtedness. Prereq., 156. (2) Dykstra.

231. **Law of Wills and Trust Administration.** (Not offered in 1937-1938.) The disposition of property by will and the creation and administration of trusts. Prereq., 156. (2) Dykstra.

242. **Law of Real Estate and Conveyancing.** Deeds, mortgages, leases and other interests in real property, and the relationships between landlord and tenant. Prereq., 156. (2) Dykstra.

255. **Building and Loan Organization and Management.** Legal aspects of building and loan organization and management under state and federal charter. Prereq., 156. (2) Dykstra.

281. **Research in Law.** A study of selected cases and current litigation in any field of law of particular interest to the student. Prereq., 18 hrs. commerce including 156 and permission. (2-4) Dykstra.

## BUSINESS MANAGEMENT

15. **Introduction to Business Management.** A comprehensive picture of business life covering the organization and functioning of business enterprises. (3) Beckert.

211. **Industrial Management.** The principles of the organization and the management of industrial enterprises, the management movement, and the newer principles and practices in functional factory organization. Prereq., Economics 102. (3) Armbruster, Gubitz.

242. **Industrial Developments.** A non-technical study of organization and major problems of a few basic industries. Prereq., Economics 102 and Finance 121. (2) Wolfe.

244. **Administration of Personnel.** See Economics.

271. **Business Policy.** A correlation of the work of other courses offered in commerce. Business problems of general administration rather than those of any special activity are considered. Prereq., Economics 102 and senior standing. (3) Armbruster.

## ECONOMICS

1. **Economic Development.** A study of the economic development of man and his institutions. (3) Gubitz, Hellebrandt.

Note—It is recommended that this course precede or follow Sociology 1, Social Development, thus giving University College students a one year introductory course in social science.

2. **Economic Development.** An explanation of the inter-relationships of the European economic system. (3) Gubitz, Hellebrandt.

**101-102. Principles of Economics.** The following economic material is presented: production, consumption, distribution, exchange, money and banking, business cycles, credit, international economic relations, government and taxation, and economic control. (3) Gubitz, Hellebrandt.

**201. Labor Legislation.** A sketch of the historical background of various labor problems indicating the nature and extent of each and describing the legislative remedies which have been applied. Prereq., 102. (3) Gubitz.

**204. Labor Relations.** A general survey of the forces that give rise to modern labor problems. The purpose of the course is: to give a basis for the developing of a general point of view, to make an analysis of the major problems involved, to indicate the trend of policy and organization, and to offer constructive suggestions for the handling of administrative problems. Prereq., 102. (3) Gubitz.

**205. Transportation.** The social, political, and economic aspects of the transportation problem are viewed by analyzing the nature, history, and problems of the various transportation agencies of the United States. Prereq., 102. (3) Hellebrandt.

**206. Transportation Problems.** Coordinate transportation, motor vehicle regulation, consolidation, finance, holding companies, commission regulation, and other current problems as they affect the various transportation agencies. Prereq., 205. (3) Hellebrandt.

**209. Public Utilities.** The course is a study of the economic basis of public utility enterprise: its nature and scope, its development and legal organization. Prereq., 102. (3) Hellebrandt.

**210. Public Utility Problems.** Practical problems of rate-making, service, finance, the holding companies, public ownership, public relations, and commission regulation as they affect local utility companies. Prereq., 209. (3) Hellebrandt.

**211. Land Economics.** The course will include studies of the following: characteristics, classification, present and future utilization, property rights in water, ownership, land credits, values and valuations, the social ends of land utilization, and policies of land taxation. Prereq., 102. (2) Gubitz.

**215. Public Finance.** A survey of government expenditures, revenues, debts, and principles of financial administration. Prereq., 102. (2) Gubitz.

**216. Taxation.** Trends in public expenditures and the incidence of taxation. Prereq., 102. (2) Gubitz.

**219. Insurance.** Prereq., 102. (2) Hellebrandt.

**220. Trust and Corporation Problems.** Prereq., 102. (3) Gubitz.

**223. Business Cycles.** An analysis of the nature and characteristics of the modern business system. Prereq., 102. (2) Gubitz.

**227. Current Economic Problems.** Prereq., 102. (3) Gubitz.

**229. Modern Trends in Economic Reform.** This course deals with a comparative analysis of recent proposals for economic reform and includes a study of regulated capitalism, Nazism, Fascism, and the Russian experiment. Prereq., 102. (3) Gruchy.

**230. History of Economic Thought.** A study of the historical evolution of the principal economic doctrines: the Athenian philosophers and Roman jurists, the mercantilists and cameralists, the physiocrats and Adam Smith, the classical school, the historical school, and the Austrian school. Prereq., 102. (2) Gubitz.

**244. Administration of Personnel.** A comprehensive survey in the principles of the management of people in business organizations and institutions. Among the subjects treated are industrial government, employment management, accident and waste prevention, labor turnover, and similar topics. Prereq., 102. (2) Gubitz.

**281. Research in Economics.** Prereq., 15 hrs. and permission. (2-4) Gubitz, Hellebrandt.

**302. Modern Economic Thought.** A general survey of contemporary economic thought. It includes a study of J. B. Clark, Thorstein Veblen, Alfred Marshall, J. A. Hobson, W. C. Mitchell, and others. Prereq., 18 hrs. commerce including 102. (2) Gubitz.

**304. Institutional Economics.** Collective action in the control, liberation, and expansion of individual action. Consideration will be given to the writings of economists from John Locke to the twentieth century and to court decisions. Prereq., 12 hrs. (2) Hellebrandt.

**391. Seminar in Economics.** Prereq., 15 hrs. and permission. (2-5) The staff.

**395. Thesis.** (4-8) The staff.

## FINANCE

**101. Money and Credit.** The elementary concepts of money, credit and exchange, and a historical survey of monetary systems with special emphasis on price stabilization, monetary reform, and credit problems. (3) Hanson, Gruchy.

**106. Banking Principles.** The theory of banking, the state and national banking systems, the Federal Reserve system, and a historical survey of banking in the United States. Prereq., 101. (3) Hanson, Gruchy.

**121. Business Finance.** The elements of business finance, the corporation, corporate securities, and financial plans. (3) Armbruster, Hanson.

**142. Consumer Financing.** A survey of the institutions other than commercial banks which are designed to furnish this type of financing. Prereq., 101. (2) Hanson.

**156. Advanced Business Finance.** The sale of securities, distribution of

income, expansions and reorganizations. Prereq., 121. (3) Armbruster, Hanson.

159. **Foreign Exchange.** The foreign exchanges, methods of financing foreign trade, and exchange problems. Prereq., 101 and Economics 102. (3) Gruchy.

175. **Investment Principles.** A study of various types of securities; investment tests, investment policies, methods of security analysis, and sources of information. Prereq., 121. (2) Wolfe.

201. **The Stock Market.** The organization, operation, and regulation of stock exchanges, with particular reference to the New York Stock Exchange. Prereq., 101 and 121. (2) Hanson.

206. **Investment Analysis.** An analytical approach to the formulation of investment programs and the selection of specific securities. Prereq., 175. (2) Wolfe.

221. **Federal Reserve System.** The history of the Federal Reserve system, its structure and operation with particular emphasis on its relation to the money market and the problem of credit control. Prereq., 106. (2) Hanson.

242. **Foreign Banking Systems.** The central banking and commercial banking systems of the leading foreign countries and an examination of their banking theories and policies. Some attention will be paid to a comparison with American banking methods. Prereq., 106. (2) Gruchy.

252. **International Finance.** The financial relations between nations dealing with such problems as the international price level, foreign investments, war debts, reparations, and international banking. Prereq., 106. (3) Gruchy.

281. **Research in Finance.** Special studies in money, banking, or business finance. Prereq., 9 hrs., Economics 102, and permission. (2-4) The staff.

391. **Seminar in Finance.** Prereq., 9 hrs., Economics 102, and permission. (2-5) The staff.

395. **Thesis.** (4-8) The staff.

## MARKETING

15. **Economic Geography.** The course deals by countries with the production, distribution, and consumption of the world's products. (3) Fenzel.

155. **Marketing Principles.** The principles, methods, and policies of marketing consumers' goods and industrial goods. (3) Paynter, Krauskopf.

158. **Marketing Problems.** A consideration by the case method of the problems facing the producer and the middleman. Prereq., 155. (3) Paynter.

171. **Principles of Personal Selling.** The fundamentals of personal salesmanship and the problems involved in the relationship of the personal salesman to the sales organization. Prereq., 155. (2) Krauskopf.

176. **Sales Management.** Problems in the management of the sales or-

ganization and in some of the immediately related fields of management. Prereq., 155. (3) Krauskopf.

191. Agricultural Marketing. The marketing of the principal farm products with emphasis on cooperative marketing. Prereq., 155. (2) Paynter.

201. Retailing. The organization and operation of retail institutions. Prereq., 155 and Economics 102. (3) Paynter.

205. Economics of Fashion. The relation of fashion in all kinds of merchandise to the production and distribution of merchandise. Prereq., 201. (3) Miller.

226. Industrial Purchasing and Industrial Marketing. The purchasing and selling of industrial goods. Prereq., 155 and Economics 102. (3) Paynter.

241. Foreign Trade. The theory of foreign trade including free trade and protection, and commercial treaties and tariff history. Prereq., Economics 102. (3) Paynter.

246. Foreign Markets. A study of foreign markets from the point of view of the American exporter. Prereq., 155 and Economics 102. (2) Paynter.

257. Retail Selling Problems. Prereq., 205 and Home Economics 256. (2) Miller.

260. Store Practice. (Not offered in 1937-1938.) Experiences in selling and non-selling operations in retail stores supplemented by reading, lectures by store executives, and conferences with supervisors. Applicable for credit only on the degree of Bachelor of Science in Education or the Bachelor of Science in Secretarial Studies. Prereq., 257. (5) Miller.

281. Research in Marketing. Research methods, market data and methods of conducting market surveys. Prereq., 18 hrs. commerce including 5 hrs. in marketing, and permission. (2-4) The staff.

391. Seminar in Marketing. Prereq., 18 hrs. commerce including 5 hrs. in marketing, and permission. (2-5) The staff.

395. Thesis. (4-8) The staff.

#### SECRETARIAL STUDIES

15-16. Typewriting. Students are expected to attain a speed of thirty words a minute at the close of the first semester; forty-five words a minute at the close of the second semester. 5 lec. and 3 lab. Fee, \$2. (2) Sponseller.

31-32. Shorthand. A course in Gregg shorthand. In the second semester, a student should pass the standard Gregg Writer Complete Theory Test and a five-minute sixty-word-a-minute transcription test. Four hours a week. Prereq., 15 or with 15. (3) Miller.

52. Business English. The established principles of composition are applied to business writing. Prereq., English 1 or 3. (2) Reynolds.

75-76. Stenotypy. Four hours a week. (3) Sponseller.

101-102. Secretarial Accounting. See Accounting.

111. Typewriting. A course planned to develop typewriting speed and accuracy. 5 lec. and 3 lab. Fee, \$2. Prereq., 16. (2) Sponseller.

120. Business Letter Writing. The principles of writing business letters and reports. Prereq., English 4. (3) Reynolds.

151-152. Dictation and Transcription. The standard of credit for the first semester is the 100-word transcription test; for the second semester, 120 word. Two hours a day, four days a week. Prereq., 16 and 32. (5) Miller.

153. Court Reporting. The techniques of reporting in shorthand and transcribing court proceedings, hearings, meetings, etc. One hour daily. Prereq., 111 and 152. (3) Miller.

161a. Teaching of Business Subjects. See Ed. — Teaching Techniques.

161s. Teaching of Shorthand. See Ed. — Teaching Techniques.

161t. Teaching of Typewriting. See Ed. — Teaching Techniques.

171. Secretarial Theory. Designed to give training in the operation of office machines and in the duties of a private secretary. Five hours a week. Fee, \$2. Prereq., 16 and 32. (2) Reynolds.

172. Secretarial Theory. Designed to give the student training in filing and in the use of the commercial dictaphone. Three hours a week. Prereq., 16 and 32. (1) Reynolds.

175. Secretarial Practice. Students spend five hours a week working in offices on the campus, and five hours in the secretarial practice laboratory and conference. Prereq., 151 and 171. (4) Reynolds, Saum.

176. Secretarial Practice. Practice in the office of the Bureau of Appointments for one hour each day for a semester and field observations in the personnel offices of various industries. Weekly conferences. Prereq., 151 and 171. (4) Reynolds, Van Hamm.

180. Operation of Office Machinery. Three hours a week. Prereq., junior or senior rank. (1-2) Reynolds.

185. Office Management. Prereq., junior or senior rank. (2) Reynolds.

287. Research in Business Teaching Problems. See Ed. — Research and Scientific Techniques.

391. Seminar in Business Teaching Problems. See Ed. — Research and Scientific Techniques.

395. Thesis. (4-8) Reynolds.

#### STATISTICS

155-156. Business Statistics. Statistical methods with particular emphasis on their application to the analysis of business and economic problems. Prereq., junior standing. (2) Paynter, Ray.

## DRAMATIC ART

## DRAMATIC PRODUCTION

**103. Introduction to the Theatre.** The relation of the theatre to the community. The organization and business management of the amateur dramatic group. The play and the bases for its selection. Editing script, casting, rehearsal methods, directing techniques, and the performance. (3) Dawes.

**121. Scene Design.** The various theories of designing, building, and painting of scenery. The student is given the opportunity to see his creations realized in course 131. (3) Jukes.

**122. Technical Problems.** A course in the principles and art of stage costuming, lighting, and make-up. Opportunity to practice these principles is given by participation in the university and Fortnightly Playshop productions. Prereq., 121. (3) Jukes.

**131, 132. Stagecraft.** The construction of stage settings and costumes. Application of the theory and principles of the course in scene design through the production activities of the University Players and the Fortnightly Playshop. 6 lab. Prereq., 122. (3) Jukes.

**162h. Teaching of High School Dramatics.** See Ed. — Teaching Techniques.

**162s. Teaching of Speech in the Grades.** See Ed. — Teaching Techniques.

**179. History of the Visual Theatre.** A review of the development of the physical aspects of the theatre. The sociological, religious, and political factors which have affected methods of dramatic presentation. Techniques contributed by such men as Appia, Bibiena, and Jones. Prereq., 6 hrs., or 12 hrs. English. (3) Jukes.

**185. Advanced Scenery and Lighting.** Problems and techniques coincident with stage lighting and scenic execution. Building of model sets. Experience in operation of switchboard during play production. 1 lec. and 2 lab. Prereq., 9 hrs. including 121. (2) Jukes.

**190. Principles of Play Direction.** Development of the procedure the director follows in the preparation of a play for public performance. Analytical study of the script. Methods of casting and rehearsal. Students acquire practical experience as directors of the one-act plays presented by the Fortnightly Playshop. 1 lec. and 4 lab. Prereq., 6 hrs. including 103, or permission. (3) Dawes.

**221, 222. Dramatic Composition.** Theory of playwriting. Practical experience in the writing and re-writing of plays. Scripts of sufficient merit are produced under the writer's supervision by the Fortnightly Playshop. Emphasis is placed on the student's apperceptive background. Prereq., 6 hrs. and 12 hrs. English. (3) Dawes.

**295. Seminar in Production Problems.** Each student investigates prob-

lems in his field of interest. Lectures and group discussions include pageantry, the musical drama, the puppet theatre, the community and church theatre, educational dramatics below the college level, and dramatic criticism. Prereq., 15 hrs. (3) Dawes.

395. Thesis. (4-8) The staff.

### DEBATE AND ORATORY

1. Public Speaking. Study and practice to enable the student to build a speech that is both interesting and persuasive. The use of the voice and the body in the delivery of the speech. (2) Staats.

25. Principles of Argumentation. Analysis of the debate proposition, preparation of the brief, study of evidence, and class debates. (2) Staats.

102. Advanced Public Speaking. An extended study and application of the principles of public speaking. Prereq., 1 or 15. (3) Staats.

110. Parliamentary Law. A study of the techniques involved in conducting a public gathering and of presiding over an assembly. (1) Staats.

114. Writing the Oration. Individual instruction in the preparation and delivery of speeches and orations for special occasions, and for local, state, and national oratorical contests. Actual occasions and actual audiences in Athens and in neighboring towns. Prereq., permission. (3) Staats.

117. Debate Practice. Preparation of debate cases and participation in inter-collegiate debates. Prereq., 25. (3) Staats.

139. Advanced Debate. Advanced work in all phases of debating. Prereq., 117 and 1 yr. on the varsity squad. (3) Staats.

142. Extempore Speaking. The course is designed to give the speaker facility in outlining a subject and in effective presentation of material. Speeches for special public occasions. Prereq., 1. (3) Staats.

203. American Speakers. Thorough study of the outstanding speakers of America. A study of the speeches, the circumstances under which they were delivered, and their influence measured by conditions of the time. Prereq., 102. (3) Staats.

208. History of Oratory. Class study of orations characteristic of the oratory of various periods of history. Prereq., 6 hrs. (3) Staats.

209-210. Rhetorical Theory. A detailed study of the principles of rhetoric based upon the theories of Aristotle, Cicero, Quintilian, and Adams. Modern viewpoints are investigated. In course 210 speeches of eminent orators are analyzed by methods introduced in course 209. Prereq., 203 and 208. (3) Staats.

291. Seminar in Speech. Problems in speech, the various speech movements, and the evolution of the speech curriculum. Remedial speech demands in the elementary and secondary school work. Assigned problems. Prereq., 102, 117, and 142. (3) Staats.

395. Thesis. (4-8) The staff.

**CORRECTION AND INTERPRETATION**

5. **Speech Survey Course.** Group discussion. The part speech plays in present-day society, problems involved in cultivating an adequate speaking voice and in addressing a group. Oral narration. (3) Dawes.

15. **Voice and Diction.** Techniques of good speech and voice. Correct phrasing, intonation, and proper pronunciation and enunciation with emphasis on the elimination of speech difficulties and mispronunciations. Group and individual guidance. Conferences with the instructor. Fee, \$2. (2) Bronstein.

134. **Oral Interpretation of Poetry and Prose.** A course to acquaint the student with effective techniques in reading aloud. A consideration of the several schools of interpretation, including choral speaking. Prereq., 1 or 15. (2) Bronstein.

195. **Introduction to Speech Pathology.** The cause, nature, and symptoms of common speech defects, and simple remedial measures for special problems. A study of organization problems of speech work in the various levels of the school system. Methods of cooperation between the speech specialist and agencies devoted to child welfare. Prereq., 6 hrs. or Psychology 1 or 5 and teaching experience. (3) Bronstein.

202. **Advanced Oral Interpretation.** The study and practice in the analysis and presentation of the short story, ballad, lyric, narrative poem, sonnet, essay, and dramatic selections. Techniques of reading aloud effectively. Prereq., 15 and 134. (2) Bronstein.

212. **Phonetics.** Instruction in the use of the international phonetic alphabet. The use of English speech sounds and standard speech. Training in discrimination and production of speech sounds. Prereq., 6 hrs. or permission. (3) Dawes.

**ECONOMICS**  
(See Commerce)**EDUCATION****ELEMENTARY EDUCATION**

111. **Elementary Education.** Principles, management, and tests in elementary education. A unitary course to parallel observation and student teaching in the kindergarten and elementary school. 2 lec. and 8 lab. Fee, \$6. (6) Beechel, Class, MacLeod.

112. **Principles of Elementary Education.** A synthetic treatment of the aims of education; the nature of the learner and of society, and the sociological needs of contemporary life. (3) Beechel.

113. **Educational Tests and Measurements.** Standardized and informal new-type tests for the elementary grades and the junior high school; problems involved in the building, administering, scoring, and interpretation of results of tests. Fee, \$2. (2) Class.

114. Classroom Management. (3) Class.

115-116. Home and Industrial Studies for the Elementary School. (Not offered in 1937-1938.) The emphasis is on fundamental values relative to health, economy, art, and social control. Fee, \$3. Prereq., 111, 172 or 176, or with 111, 172 or 176. (3)

211. The Elementary Curriculum. The selection and organization of subject-matter in the elementary school. Theoretical and practical phases of curriculum making. Prereq., 6 hrs. education and Psychology 5. (3) Hansen.

212. The Supervision of Arithmetic. The improvement of the course of study and classroom technique, theories of supervision, supervisory tools and techniques, textbook analysis and rating as a basis for selection, social utility, preparation of instructional material, evaluation of courses of study, and psychological analysis of skills. Prereq., 3 hrs. education and Psychology 5. (3) Benz.

#### HISTORY AND PHILOSOPHY

150. History of Modern Elementary Education. The development of elementary education especially in the American schools. (3) Wagner.

250. History of Education. (Not offered in 1937-1938.) Beginning with the theory and practice of ancient and mediaeval periods, emphasis is laid upon political, social, and economic conditions as they have influenced the structure and control of western education. The course closes with the opening of the reformation period. Prereq., 6 hrs. education and Psychology 5. (3)

251. History of Education in the United States. The European social, economic, and political influence on colonial life and education. The development and expansion of public education in the United States. Prereq., 3 hrs. education and Psychology 5. (3) Wagner.

252. History of Secondary Education. Secondary education in the history of western civilization. Special attention is given to England, France, and Germany. Prereq., 3 hrs. education and Psychology 5. (2) Benz.

253. History of Education in Ohio. (Not offered in 1937-1938.) Prereq., 3 hrs. education and Psychology 5. (3)

254. Comparative Education. A course based upon the study of the national school systems of western Europe. Prereq., 9 hrs. education and Psychology 5. (3-6)

255. Philosophy of Education. A study of the meaning and educational implications of idealism, pragmatism, and behaviorism and their influence on trends in educational theory and practice. Prereq., 9 hrs. education. (3)

256. Progressive Education at Home and Abroad. A study of a movement in education which questions beliefs, judgments, and practices in organized education. Recent biological, psychological, and sociological findings are studied. Prereq., 15 hrs. education and Psychology 5. (3) Beechel.

**257. Current Educational Literature.** A comprehensive study of current contributions to education. Fee, \$3. Prereq., 6 hrs. education and Psychology 5. (3) Beechel.

#### KINDERGARTEN-PRIMARY

**1. Play and Play Materials.** Play and its importance in child development, equipment and play materials, development of organized games. (2) Wilson.

**2. Literature for Early Childhood.** Children's literature, source material, standards of selection, planning story groups for special occasions, dramatization, and experience in story telling. (3) MacLeod.

**101. Activities for Early Childhood.** Sources of activities and criteria for judging, planning, and an analysis of them to determine the outcomes in habits, skills, attitudes, appreciations, and knowledge. A comparison of present day use of activities with the formal use of subject-matter. 2 lec. and 2 lab. Fee, \$3. (3) Quick.

**201. Kindergarten-Primary Curriculum.** Prereq., 3 hrs. education and Psychology 5. (3) MacLeod.

**202. Current Problems in Kindergarten-Primary Education.** The articulation of the nursery school, kindergarten, and primary grades; recent movements in the kindergarten-primary field, and investigation in a special field of interest. Prereq., 3 hrs. education and Psychology 5. (3) MacLeod.

**203. Supervision in Kindergarten-Primary Education.** Supervisory activities, the supervisor and teachers in service, observation of teaching, and principles underlying the improvement of teaching. Prereq., 6 hrs. education and a major in elementary education. (3) MacLeod.

#### LABORATORY SCHOOL SUPERVISION

**271-272. Laboratory School Problems.** For critic teachers, demonstration teachers, directors of student teaching in teacher-training institutions, and for those desiring to prepare for such positions. Prereq., 6 hrs. education and Psychology 5. (2) Class.

**273. Supervision of Student Teaching.** Provides the novice supervising critic with experience in guiding the work of students who are doing student teaching. The regular supervising critic is directly in charge. Graduate students who have had successful teaching experience are admitted by permission. Prereq., 211 or 232 and or with 271 or 272. (4-6) Beechel and supervising critics.

#### RESEARCH AND SCIENTIFIC TECHNIQUES

**281. Educational Statistics.** The tabulation and graphical representation of frequency tables, measures of central tendency, percentiles and percentile curves, measures of variability, probability and the normal curve, and correlation. Practice in the use of statistical tables and calculating machines. Prereq., 6 hrs. education and Psychology 5. (3) Morton.

282. Advanced Educational Statistics. Non-linear relations, partial correlation, multiple correlation, regression, transmutation of scores, reliability, and the interpretation of correlation coefficients. Practice in the use of logarithms, statistical tables, and calculating machines. Prereq., 281. (3) Morton.

283. Research in Educational Statistics. An advanced course in statistics dealing with the derivation of formulae, the analysis of relationships, and the interpretations of results. Prereq., 282 and permission. (2-6) Morton.

284. Research in Education. Students are directed in the investigation of selected phases of educational theory and practice. Prereq., 9 hrs. education and Psychology 5. (2-6) Morton, Beechel, Hansen, Benz, Class.

285. Research in Teaching Arithmetic. The work consists of reading, laboratory practice, or research and experimentation. Prereq., 9 hrs. education, 63i, and Psychology 5. (2-6) Morton, Benz.

286. Research in Teaching Mathematics. Qualified graduate students will be given an opportunity to work on special problems pertaining to the teaching of mathematics in the junior or senior high school. The work may consist of intensive reading in a narrow field, of laboratory practice on a specific teaching problem, or of research and experimentation. Credit to be assigned will be determined by the professor in charge. Prereq., 18 hrs. education and mathematics. (2-6) Morton, Benz.

287. Research in Business Teaching Problems. Prereq., 20 hrs. commerce and permission. (2-4) Reynolds.

391. Seminar in Business Teaching Problems. Prereq., 20 hrs. commerce and permission. (2-5) Reynolds.

395. Thesis. (4-8) The staff.

#### SCHOOL ADMINISTRATION AND SUPERVISION

141. Visual Education. The value and relative effectiveness of visual aids in school experiences. Practice in the use of representative equipment and materials in classroom procedures on various grade levels. Prereq., 3 hrs. education and Psychology 5. (2) Hansen.

143-144. School Library Administration. The purpose of this course is to orientate the student in the school library by instruction in its organization, maintenance, planning, and technical work. This course is for the teacher-librarian, and in no sense prepares the student for full time librarianship. Course 144 emphasizes children's literature, book and periodical evaluation. (3) Keating and staff.

203. Supervision in Kindergarten-Primary Education. See Kindergarten-Primary.

240. School Administration. The state, county, and city boards of education, the superintendent, their powers and duties, and the organization and administration of the public school system. Prereq., 3 hrs. education and Psychology 5. (3) McCracken.

242. **Child Accounting.** Records and reports which should be available for an intelligent understanding of the welfare of the child. Prereq., 3 hrs. education and Psychology 5. (2)

243. **The Federal Government and Education.** Prereq., 6 hrs. education and Psychology 5. (3)

244. **Problems in School Administration.** A course treating intensively special problems in school administration. The problems are determined by the interests of the students. Prereq., 9 hrs. education including 230 or 240. (3) Sias.

245. **The State in Education.** The organization of state boards of education and departments of public instruction and the principles involved in their administration of state school problems. Prereq., 6 hrs. education and Psychology 5. (2) Sias.

246. **Supervision of Instruction.** The evolution of supervision, outstanding supervisory programs, principles underlying democratic supervision, techniques which promote the growth of the teacher in service. Prereq., 12 hrs. education including 201, 211, or 232. (3) Beechel.

247. **The Improvement of the Examination.** (Not offered in 1937-1938.) Designed to improve both the objective and essay type of testing. Emphasis is placed upon principles and practice. Tests are constructed and criticized. Practice is given in interpreting test results. Prereq., 5 hrs. education including 113 or 131 and Psychology 5. (2) Class.

248. **Vocational Guidance.** The various phases of educational and vocational guidance. Prereq., 6 hrs. education and Psychology 5. (2) Sias.

249. **Art Supervision and Curricula.** Art objectives. Projects in teaching and supervision in varicus types of schools and suggestions for growth toward the ideal situation. Prereq., 160a. (2) Way.

## SECONDARY EDUCATION

130. **Principles of Secondary Education.** The general purpose of secondary education, relation to other levels of education, content and organization of curricula, and other topics. Prereq., junior or permission. (3) Benz.

131. **Educational Tests and Measurements.** Standardized and informal new-type tests for the senior high school. Problems involved in the building, administering, scoring, and interpretation of results of tests. Fee, \$2. (2) Class.

230. **High School Administration.** Problems of school and class organization, discipline, grading, curricula, guidance, and extra-class activities in the secondary school. Prereq., 3 hrs. education and Psychology 5. (3) Sias.

231. **The Junior High School.** The development, organization, and administration of the junior high school including objectives, curricula, guidance program, methods of instruction, and student activities. Prereq., 9 hrs. education and Psychology 5. (2) Sias.

232. The High School Curriculum. The high school program of studies, the contributions of various subjects, integration, theories of curriculum construction, curriculum research, and desirable steps in the reorganization of the high school curriculum. Prereq., 6 hrs. education including 130. (2) Benz.

### SPECIAL EDUCATION

221. Organization of Special Classes. Need of special education; history of the various classes for sightsaving, crippled, hard of hearing, mentally retarded, and defective in speech; selection and classification of children; co-operation with other departments; case studies and record taking; and direction and after-care of special class children. Prereq., 3 hrs. education and Psychology 5. (2) DeLand.

222. Diagnosis and Remedial Instruction in Elementary Subjects. A laboratory course in methods of diagnosis and remedial treatment in fundamental school subjects for problem cases. Students are given opportunity to observe and work with problem children. Prereq., 3 hrs. education and Psychology 5. (2) DeLand.

223. Curriculum for Special Classes. Types of curricula for special education, units of work, materials, and subject-matter suited to the mental ability and level, and methods of presentation and handling such units. Prereq., 3 hrs. education and Psychology 5. (3) DeLand.

224. Mechanism of the Ear and Acoustic Training. (Summer session 1937.) A study of the mechanism of the ear, the process of hearing, the causes of deafness, retardation of the hard-of-hearing child, testing of hearing, acoustic training to improve residual hearing. Prereq., 6 hrs. education and Psychology 5. (2)

\*225. Theory and Practice in Lip-Reading. (Summer session 1937.) The preparation of lessons for teaching beginners to do lip-reading; a study of the formations and combinations of sounds into words and sentences, special work in ear training for recognition of sound defects which occur in speech of deaf children. Prereq., 6 hrs. education and Psychology 5. (2)

\*Private individual instruction may be secured by hard-of-hearing adults who desire to develop their ability in lip-reading to a greater degree.

### STUDENT TEACHING AND OBSERVATION AND PARTICIPATION\*

171. Observation and Participation in Kindergarten-Primary Grades. The course should be taken in conjunction with course 172. (3) Sias and supervising critics.

172. Student Teaching in Kindergarten-Primary Grades. Fee, \$4. Prereq., 171 or with 171. (4) Sias and supervising critics.

173. Student Teaching in Kindergarten-Primary Grades. Students specializing in kindergarten do their student teaching in the first and second grades; those specializing in primary grades, in the kindergarten. Fee, \$2. Prereq., 172. (2) Sias and supervising critics.

\*A complete statement of pre-requisites is on page 56.

174. Advanced Student Teaching in Kindergarten - Primary Grades. Fee, \$1 for each credit hour. Prereq., 172 and 173. (2-4) Sias and supervising critics.

175. Observation and Participation in Intermediate Grades. The course should be taken in conjunction with 176. (3) Sias and supervising critics.

176. Student Teaching in Intermediate Grades. Fee, \$4. Prereq., 175 or with 175. (4) Sias and supervising critics.

177. Advanced Student Teaching in Intermediate Grades. Fee, \$1 for each credit hour. Prereq., 176. (2-4) Sias and supervising critics.

178. Student Teaching in Special Education. Fee, \$4. Prereq., 175 or with 175. (4) Sias, DeLand.

180. Observation and Participation in High School, Academic Subjects. (3) Sias.

181. Student Teaching in High School, Academic Subjects. Fee, \$4. Prereq., 180 or with 180. (4) Sias.

182. Observation and Participation in Special Subjects. (3) Sias.

Majors in art and music observe largely in the elementary field.

Majors in commerce and industrial arts observe in the junior and senior high schools.

Majors in home economics take the course in conjunction with course 183.

Majors in physical welfare divide the observing time equally between the elementary grades and the high school.

183. Student Teaching in Special Subjects. The subjects are art, commerce, home economics, industrial arts, music, and physical welfare. Fee, \$1 for each credit hour. Prereq., 182 or with 182. (2-4) Sias.

273. Supervision of Student Teaching. See Laboratory School Supervision.

## TEACHING TECHNIQUES

### (Art and Industrial Arts)

60e. Teaching of Art for Early Childhood. 1 lec. and 1 lab. Prereq., Painting and Allied Arts 3. (1) Work.

60i. Teaching of Art for Intermediate and Higher Grades. 1 lec. and 1 lab. Prereq., Painting and Allied Arts 3. (1) Work, Bedford, Morris.

160a. Teaching of Art. Prereq., Painting and Allied Arts 51, 103, 107, 115. (2) Way.

160i. Teaching of Industrial Arts. (3) McLaughlin.

### (Commerce)

161a. Teaching of Business Subjects. Prereq., junior or senior rank. (2) Reynolds.

161b. Teaching of Bookkeeping. Prereq., Accounting 125. (2) Beckert.

161s. Teaching of Shorthand. Prereq., Secretarial Studies 151 or an eighty-word dictation test. (2) Miller.

161t. Teaching of Typewriting. Prereq., Secretarial Studies 111. (2) Sponseller.

(Dramatic Art)

162h. Teaching of High School Dramatics. Sources of dramatic material on the high school level. Methods of casting, staging, and production from the point of view of the secondary school. Organization and function of the dramatic club. Prereq., 4 hrs. dramatic art, 12 hrs. English, or permission. (2) Dawes.

162s. Teaching of Speech in the Grades. The various phases of speech pertaining to work in the elementary grades. Assembly programs, oral interpretation, intraclass and interclass debates, platform delivery, and educational dramatics. (2) Dawes.

(Elementary Education)

63a. Teaching of Reading in Primary Grades. Period of preparation for reading instruction, period of rapid growth in fundamental attitudes, habits and skills; scientific investigations and their results. (2) Hansen.

63b. Teaching of Reading in Intermediate Grades. A study of the materials of reading, methods and procedures, diagnostic and remedial work. (2) Hansen.

63i. Teaching of Arithmetic in Intermediate Grades. Methods of presenting the subject-matter of the arithmetic curriculum in grades 4, 5, and 6; results of experimental investigation; standardized tests and mechanical drill devices. (3) Morton, Benz.

63p. Teaching of Arithmetic in Primary Grades. Methods of teaching the subject-matter of the arithmetic curriculum in grades 1, 2, and 3; results of experimental studies and of recent developments in educational psychology. (3) Morton, Benz.

(English)

64l. Teaching of Language in the Grades. A study of the content and presentation of composition, grammar, and spelling in grades 3 to 6. Prereq., English 3. (2) Apgar.

164a. Teaching of English in the Senior High School. A study of the content and presentation of poetry, drama, novel, and short story. Prereq., English 4 and junior or senior rank. (2) Wray.

164b. Teaching of English in the Senior High School. A study of the content and presentation of grammar and composition. Prereq., English 4 and junior or senior rank. (2) Wray.

164c. Teaching of Language in the Junior High School. (Given only

by correspondence.) A study of the content and presentation of language work in grades 7, 8, and 9. Prereq., English 3. (3) Apgar.

164j. **Teaching of High School Journalism.** For those who wish to use the journalism motive in English composition classes, those who may direct the editing of high school publications, or those who plan to teach journalism. Fundamentals of newspaper writing and editing. Attention to preparation of school publicity copy for newspapers. (2) Lasher.

**(Foreign Language)**

165f. **Teaching of French.** (1938-1939) Prereq., French 102. (2) Noss.

165g. **Teaching of German.** Recent literature on language methodology, phonetics, practical drill in pronunciation, as well as the development of lesson plans. Open only to fourth-year German students by special permission. (2) Hess.

165l. **Teaching of Latin.** Aims and methods of teaching Latin, determining the comparative merit of textbooks, and important reference material. Some study of important principles of the language. Prereq., Latin 103 or permission. (2) Hill.

165o,p. **Teaching of French and Advanced French Grammar.** Prereq., 3 yrs. college French, or B in French 102. (1-3) Wilkinson.

165s. **Teaching of Spanish.** (2) Whitehouse, Ondis.

**(Geography)**

(See Social Sciences)

**(Home Economics)**

(See Science)

**(Journalism)**

(See English)

**(Mathematics)**

(See Science)

**(Music)**

166f. **Teaching of Music in First Six Grades.** (3) Danielson.

166g. **Teaching of Music in the Grades.** Prereq., Music 1. (1) Danielson, Blayney.

166h. **Teaching of Music in Junior and Senior High School.** (3) Danielson.

166i. **Teaching of Instrumental Music.** Methods of organizing and conducting classes in instrumental music, with a survey of materials. Problems of organizing bands and orchestras. (3) Thackrey.

166p. Teaching of Class Piano. See course 166s. (1) Witham.

166s. Teaching of Class Stringed Instruments. Elementary class instruction in instruments of the string choir in a situation similar to that met in schools. No previous knowledge of the stringed instruments is required. Participation in the piano class work in training school. (1) Thackrey.

166w. Teaching of Class Wind Instruments. See course 166s. (1) Thackrey.

(Physical Welfare)

167a. Teaching of Coaching—Women. Theory and practice of coaching field hockey and basketball. Fee, \$1. (2) Hatcher.

167b. Teaching of Coaching—Women. Theory and practice of coaching volley-ball, soccer, baseball, track and field activities. Fee, \$1. (2) LaTourrette.

167d. Coaching of Baseball. Fee, \$1. (1) Peden.

167e. Coaching of Basketball. Fee, \$1. (2) Grover.

167f. Coaching of Football. Fee, \$1. (2) Peden.

167h. Teaching of Health. Instruction, principles, and curricula used in presenting health information to children of the different school levels. Prereq., Physical Welfare 22. (2) Trepp.

167p. Teaching of Physical Welfare. Physical Education for elementary and secondary schools. Not required of majors. (1) Rhoads.

167s. Teaching of Swimming and Theory—Women. (2) Spencer.

167t. Coaching of Track. Coaching of track and field athletics. Fee, \$1. (1) Herbert.

(Science)

168a. Teaching of Agriculture. Agricultural instruction suited to rural, village, and city schools. (3) Copeland.

168b. Teaching of Botany. (2) Matheny.

168g. Teaching of General Science. (2) Matheny.

168h. Teaching of Home Economics. Prereq., 6 hrs. home economics. (2-3) Patterson.

168j. Teaching of Mathematics in Junior High School. (3) Benz.

168m. Teaching of Mathematics in Senior High School. (2) Benz.

168p. Teaching of Physics. (Summer session only.) Prereq., one course in physics. (2) Atkinson.

168s. Teaching of Chemistry and Laboratory Practice. Instruction and

practice in laboratory teaching and supervision. Prereq., permission. (2-4) Morton.

168z. **Teaching of Zoology.** Fee, \$2. Prereq., Zoology 2 or 4 and an additional laboratory course in zoology. (2) Stehr.

**(Social Sciences)**

169e. **Teaching of History in Elementary Schools.** (2) Smith.

169g. **Teaching of Geography.** This course deals with the professionalized subject-matter of geography in the grades and high school. (3) Cooper.

169h. **Teaching of History and Civics in Junior and Senior High School.** (2) Smith.

169s. **Teaching of Social Science.** (2) Jeddelloh.

**ELECTRICAL ENGINEERING**

1. **Engineering Orientation.** A consideration of engineering as a profession, a preview of the engineering curriculum, the legal, social, political relations of the profession, personal and social elements of success as an engineer. (1) Atkinson.

101. **Elementary Radio.** Tuning the simple receiving circuit, action of crystal detectors, the construction and operation of the vacuum tube, amplifying speech or music, regenerative and heterodyne reception, and neutralization. These principles experimentally studied in the laboratory. The construction and operation of at least one set; measurement of wave length, calibration of a wave meter, etc. Fee, \$3. (3) Green.

106. **Commercial Radio.** The construction and operation of radio transmitters and receivers, operation of the university radiophone transmitter, such problems as class A, B, and C amplification, percentage of modulation, impedance matching, antenna operation. (2) Green.

115. **Engineering English.** An application of the principles of English to the technical exposition of engineering processes, problems, reports, abstracts, conditions, descriptions, explanations, letter writing. (2) Atkinson.

125. **Acoustics.** The fundamental principles of sound generation and wave propagation in free space and in enclosures, methods of sound measurements, acoustics of buildings, especially auditoriums, theaters for sound pictures, radio broadcasting studios, and public address systems. Laboratory work. Prereq., Physics 113 and 114. (3) Green.

131, 132. **Engineering Relations.** A background of knowledge of power development and of some phases of managerial technique, the human elements in engineering production and distribution, the public, legal, and educational relations in utility management. (2) Atkinson.

133. **Illumination and Photometry.** The physics of light and radiation, various light sources, characteristics and efficiencies; principles and practice of photometry, and illumination engineering. (2) Green.

**137. Electron Tubes in Industry.** Industrial applications of vacuum tubes such as the grid-controlled rectifier, stroboscopic applications, time delay relays, telemetering, voltage regulation, photo-electric tubes in counting, and for traffic control. Prereq., 101 or 106. (3) Green.

**142. Heat Power Engineering.** Fuels, the elements of combustion, boilers, grates, stokers, furnaces, pulverized coal, the gas laws and gas cycles, steam cycles and steam engines, valves and governors, turbines and condensers, gas producers, gas and oil engines. Prereq., Physics 113, 114, and Mathematics 118. (3) Atkinson.

**143-144. Electrical Engineering.** Electrical and magnetic circuits emphasizing generator and motor characteristics, armature reaction and commutation, ratings, guarantees, and efficiencies, parallel operation, motor starting and control. Course 144 includes a. c. circuits and e.m.f.'s, sine wave relations, power factors and regulation, motor-generators and synchronous converters, systems of distribution and lighting. Prereq., Physics 113, 114, and Mathematics 118. (3) Atkinson.

**145-146. Electrical Engineering Laboratory.** Parallels 143 and 144. Measurements of the earth's magnetic field and other magnetic fields, induced electromotive forces, B-H curves and permeabilities, temperature co-efficients of resistance, electric meters, resistance measurements by bridge, potentiometer, e.m.f. and capacity measurements by different methods, ballistic methods for transients, insulation measurements, self and mutual induction, location of faults. Fee, \$1 for each credit hour. (2) first semester, (3) second semester. McClure and assistants.

**148. Electrical Designs.** Fundamental relations in electric, magnetic, and dielectric circuits, elements of armature characteristics and reaction, armature windings, resistance and heating effects, design of continuous current generators, reaction and designs of alternators, types and designs of transformers, elements and practical design of induction motors. Prereq., 144. (3) Green.

**201-202. Engineering Physics.** A course in engineering mechanics, treating the general subjects of statics, kinetics, kinematics; some specific topics are: work and energy, friction, elasticity, hydrostatics, hydrokinetics, curved motion, moments of inertia, impulses, momentum. Prereq., Mathematics 118. (3) Heil.

**203-204. Electrical Communication.** Network theorems, resonance, the infinite line, filters, coupled circuits, attenuation, phantom circuits, reflection; transients, impedance matching, radiation of electromagnetic waves in such problems as field intensity measurements and antenna radiation resistance. 3 lec. and 2 lab. Fee, \$4. Prereq., Physics 113, 114, and Mathematics 118. (4) Green.

**211-212. Advanced Radio Laboratory.** Receiver performance, stage gain, transformer fidelity curves, measuring and matching impedances at high frequency, output of loud speakers, modulation percentage, field intensity measurements, work with the vacuum tube voltmeter, and special prob-

lems of current interest in radio. Fee, \$1 for each credit hour. Prereq., 101 or 204, and permission. (1-2) Green.

215, 216. **Electrical Physics.** The theoretical elements in electrical and magnetic circuits and their application in the methods of measurement; appliances and their method of use in electrical and magnetic measurement. Prereq., Mathematics 118. (3) McClure.

229. **Engineering Thermodynamics.** Isothermal and adiabatic expansion of gases, Carnot and other cycles of heat engines, properties of steam, entropy, practical applications of thermodynamics, flow of fluids and application to turbines. Prereq., Physics 113, 114, and Mathematics 118. (3) McClure.

235. **Electrical Transmission of Power. (1938-1939)** Economic and electrical principles of transmission by electricity, line equations and calculations, hyperbolic solution of long lines, insulation and protection against transients, mechanical principles and practical line construction, calculation of induction and capacity constants. Prereq., Mathematics 118. (3) Green.

243-244. **Electrical Engineering.** Senior course in the characteristics of a.c. circuits, the power of sinusoidal waves, unbalanced loads, principles of non-sinusoidal waves, theory and application of mutual inductance, power factors. Course 244 considers synchronous generators, static transformers, synchronous motors, parallel operation, synchronous converters, polyphase induction motors, single phase induction motors, series and repulsion motors. Prereq., 144, 146, and Mathematics 118. (3) Atkinson.

245. **Electrical Engineering Laboratory.** Measurements of a.c. power, impedances, and capacitances by different methods; also resonant effects and high frequency characteristics. Fee, \$2. (2) McClure and assistants.

246. **Electrical Engineering Laboratory.** Advanced alternating current laboratory. Predetermination of characteristics, transformer grouping and testing, induction motor tests by circle diagram, characteristics of synchronous motors and converters. Fee, \$3. Prereq., 243. (3) McClure and assistants.

**283. Research in Electrical Engineering. (3)**

- a. **Thermionic Vacuum Tube Theory.** A comprehensive theoretical treatment of the fundamentals of thermionic emission and of the general properties of the vacuum tube. Prereq., Mathematics 118, Physics 113, 114, and 6 hrs. radio or communications. Green.
- b. **Heat Power Engineering.** Research in steam power organization, heat balances, and plant layout, including fuel economy tests. Prereq., 142 and 229. Atkinson.

301-302. **Advanced Acoustics.** A study of acoustics based on the fundamental dynamical theory of sound. General equations of sound propagation are developed and applications made to engineering practice. Prereq., Physics 113, 114, and Mathematics 204, 215. (2) Green.

**310. Electrical Station Design.** The application of economic principles

to the problems of electric generating station design, selection of apparatus, balancing initial and subsequent costs, interrelation of the mechanical and electrical elements of design. Power plant visitation and reports. Prereq., 142, 144, 229. (3) Atkinson.

381. Seminar in Electrical Engineering. Prereq., 15 hrs. (1) The staff.

395. Thesis. (6) The staff.

## ENGLISH

1. English Composition. This course places emphasis upon the grammatical elements of English composition. It is designed for students whose grades in the proficiency tests indicate a need for additional drill in spelling, punctuation, and sentence structure. (4) The staff.

3-4. English Composition. A course in the fundamentals of composition, the structure of the paragraph, and the writing of exposition. Students who make unusually high grades in the proficiency tests will be excused from course 3 and allowed to enter course 4. Course 4 places emphasis on the study of models of argumentation, description, and narration. (3) The staff.

10. Juvenile Literature. A study of myths, fables, fairy stories, folklore, and one epic. Language work. (2) Kahler.

641. Teaching of Language in the Grades. See Ed. — Teaching Techniques.

101-102. Sophomore English Literature. The course is devoted to a study of the works of eight or ten of the chief English authors from the beginnings of English literature to the middle of the eighteenth century. Course 102 begins with the middle of the eighteenth century and continues the study to the present. Prereq., 4. (3) The staff.

121. History of American Literature. Prereq., 4. (3) Kahler.

125. American Poetry from 1815 to 1890. Prereq., 4. (3) Wilson.

127. American Prose. Selected material from Franklin, Irving, Cooper, Poe, Hawthorne, Emerson, Thoreau, Lowell. Prereq., 4. (3) Caskey, Slutz.

128. English Poetry from 1789 to 1890. Prereq., 4. (3) Wilson.

130. English Essay of the Victorian Period. Prereq., 4. (3) Foster, Caskey.

135. The Bible as Literature. Prereq., 4. (2) Foster.

144, 145. Comparative Literature. A course introducing the student to the most significant productions of Greece, Rome, Italy, Spain, France, Germany, and England. Prereq., 4. (2) Heidler.

147. The Novel from Meredith to Galsworthy. A study of some of the leading novels of Meredith, DeMorgan, Conrad, Hardy, James, and Galsworthy. Prereq., 4. (2) Slutz.

150. **The Short Story.** A historical and critical study of the short story. Lectures and extensive reading in short story classics. Prereq., 4. (2) McQuiston.

153, 154. **Literary Appreciation.** Fundamental principles of literary criticism applied to poetical forms in course 153 and to prose forms in course 154. Prereq., 4. (2) Wilson.

164a. **Teaching of English in the Senior High School.** See Ed. — Teaching Techniques.

164b. **Teaching of English in the Senior High School.** See Ed. — Teaching Techniques.

164c. **Teaching of Language in the Junior High School.** See Ed. — Teaching Techniques.

171. **Advanced Exposition.** (1938-1939) A course designed to offer practical experience in the writing of essays and reviews. Frequent writing by the student will be supplemented by the study of meritorious examples from experienced writers. Prereq., 4. (3) Heidler.

174. **Advanced Writing.** Recent writers of essays, poems, stories, and the shorter forms of drama will be read and discussed as a basis for creative and critical writing. Prereq., 4. (2) Slutz.

175. **Creative Writing.** The work is adapted to the individual and instruction is largely by conference. Prereq., 4 and permission. (2) Mackinnon.

201, 202. **Shakespeare.** A study of the comedies, Roman historical plays, and tragedies. Prereq., 12 hrs. (3) McQuiston.

203. **Sixteenth Century Literature.** A study of the chief poets and prose writers. Prereq., 12 hrs. (3) Wray.

204. **English Drama from 1506 to 1612.** (Exclusive of Shakespeare.) (1938-1939) Prereq., 12 hrs. (2) Apgar.

206. **Seventeenth Century Prose.** A study of the chief prose writers of the period. Readings in diaries, biography, essays, tracts, and history. Selections from Raleigh, Bacon, Donne, Burton, Selden, Walton, Browne, and Pepys. Prereq., 12 hrs. (2) Bennett.

213. **English Prose Fiction.** A study of the development of the English novel through different periods. Prereq., 12 hrs. (3) Mackinnon.

214. **American Prose Fiction.** The development of the American novel from the colonial period to the present, with major emphasis upon late eighteenth century and nineteenth century productions. Prereq., 12 hrs. (3) Heidler.

215, 216. **Eighteenth Century Literature.** Course 215 presents the prose and poetry of the age of Pope; course 216, from Johnson to the close of the century. Prereq., 12 hrs. (2) Wilson.

217. **Eighteenth Century Romanticism.** (1938-1939) The course will trace the beginnings of the movement with the Spenserians, Miltonic School, Chatterton, Ossian, the Gothic Romance and others. Prereq., 12 hrs. (2) Heidler.

221. **Wordsworth and Coleridge.** A study of the principal poems of both poets, with a less intensive survey of the rest of their work. Lectures on the poetical and philosophical theories of the two poets. Prereq., 12 hrs. (2) McQuiston.

224. **Continental Novel.** Reading of European novels of the nineteenth century, chiefly, with emphasis on the Russian, French, German, and Scandinavian. Prereq., 12 hrs. (2) Lash.

225. **Contemporary American Poetry.** (1938-1939) A study of some of the representative works of Robinson, Sandburg, Frost, Amy Lowell, Masters, Lindsay, and others. Prereq., 12 hrs. (2) Foster.

226. **Romanticism in American Literature.** Prereq., 12 hrs. (2) Foster.

231-232. **Modern American Literature.** A course dealing with American literature since 1870. Prereq., 12 hrs. (2) McQuiston.

234. **Modern Drama.** Among the dramatists considered are: Pinero, Jones, Green, O'Neill, Wilde, Shaw, Barry, Galsworthy, Molnar, Crothers, Maeterlinck, Howard, Coward, Rostand, Milne, and Pirandello. Prereq., 12 hrs., (2) Peckham.

236. **Modern Drama.** (1938-1939) Among the dramatists considered are: Barker, Synge, Fitch, Moody, Hauptmann, Sudermann, Brieux, Strindberg, Maugham, Drinkwater, Ervine, Walter, Schnitzler, d'Annunzio, and Gorki. Prereq., 12 hrs. (2) Peckham.

240. **Byron, Shelley, and Keats.** (1938-1939) A study of the most important poems and of the relation of the poets to their ages. Prereq., 12 hrs. (2) Peckham.

241. **Milton.** Prereq., 12 hrs. (2) Bennett.

242. **History of Literary Criticism.** A rapid study of the development of critical theories from ancient Greek times to the mid-nineteenth century. Prereq., 12 hrs. (2) Heidler.

245. **Tennyson and Browning.** A study of the two major Victorian poets, their backgrounds, and some of their most representative poems. Prereq., 12 hrs. (3) Peckham.

250. **Contemporary Literature.** An extensive reading course in the best books of the season. Prereq., 12 hrs. (2) Mackinnon.

252. **Recent British Poetry.** A study of the poetry of Kipling, Housman, Bridges, Hardy, Masefield, Noyes, Gibson, Davies, Brooke, and others. Prereq., 12 hrs. (2) Peckham.

254. **Literary Biography.** A study of some of the important literary

biographies and a consideration of tendencies in current biographical literature. Prereq., 12 hrs. (2) Wilson.

258. **Middle English.** A course designed to acquaint students with narrative material in English literature of the middle ages (exclusive of Chaucer). Prereq., 12 hrs. (2) Wray.

259. **Ibsen.** A study of the poetic and the prose dramas. Prereq., 12 hrs. (2) Apgar.

270. **Spenser. (1938-1939)** A study of the poems of Spenser with emphasis on *The Faerie Queene*. Prereq., 12 hrs. (2) Wray.

271. **Dante (in English). (1938-1939)** Prereq., 12 hrs. (2) Wilson.

273. **Chaucer. (1938-1939)** Prereq., 12 hrs. (2) Heidler

277. **Thesis Writing.** A course for graduate students in all departments with special attention to the form and organization of research papers in the field of interest. Prereq., 12 hrs. (1) Caskey.

291. **Seminar in English.** An introduction to literary research. Students will be given an introduction to bibliography and methods of research in literary history. Minor problems will be assigned. Prereq., 18 hrs. (2) Caskey.

395. **Thesis. (4-8)** The staff.

## FINANCE

(See Commerce)

## FRENCH

(See Romance Languages)

## GEOGRAPHY AND GEOLOGY

1, 2. **Principles of Geography.** A study of the general principles of physical, regional, and economic geography. Course 2 stresses general world geography. 3 lec., 1 lab., and field trips. Fee \$3. (3) Cooper.

5. **Commercial and Industrial Geography.** A study of the world's major products and their distribution and consumption. Not open to students who have had Marketing 15. (3) Dow.

102. **Geography of North America.** The course develops in detail the geography of the natural resources of the continent and the geographic environment which influences them. (3) Cooper.

105. **Geography of Latin America.** See course 102 for description. (3) Cooper.

108. **Geography of Europe.** See course 102 for description. (3) Dow.

111. **Field Geography. (Post session only.)** A field trip through New England, Canada, Pennsylvania, and northeastern Ohio. Three-day lecture on

campus. Fifteen days in the field. Cost estimated at \$100 plus registration fees. (3) Dow.

112. **Geography of Asia and its Islands.** See course 102 for description. (3) Dow.

115. **Geography of Africa and Australia.** See course 102 for description. (2) Dow.

125-126. **Geology.** Course 125 is devoted to physiographic geology; course 126 to historical geology. 3 lec., 1 lab., and field trips. Fee \$3. (3) Dow.

127. **Rocks and Minerals.** An elementary course in rocks and minerals. 2 lec. and 2 lab. Fee \$3. (3) Dow.

131. **Geography of Ohio.** The geography of Ohio is developed from the regional point of view and by means of the problem method. (2) Cooper.

132. **Conservation of Natural Resources.** A study of the vital problems of the conservation of soils, minerals, forests, wild life, and inland waters. (2) Dow.

140. **Geography of Agriculture.** The work emphasizes the influences of geographic environment on agricultural activities, particularly those of the United States. (3) Dow.

145. **Geographic Influences in American History.** A course developed to show the importance of geographic factors in the growth of our nation. (3) Dow.

150. **Geography and Environment.** (Advanced principles of geography.) A course in the aspects of geography which have to do with the adjustments of man to his natural environment throughout the world. (3) Cooper.

169g. **The Teaching of Geography.** See Ed. — Teaching Techniques.

201. **Weather and Climate.** The atmosphere and its processes. Weather forecasting and the causes and distribution of climates. 2 lec. and 2 lab. Fee \$3. Prereq., 6 hrs. (3) Dow.

203. **Economic Geology.** A study of the materials of the earth's crust which are of service to mankind. Prereq., 126. (3) Dow.

210. **Political Geography.** A study of the geography of boundary lines, of colonial policies, and of the geographic principles which influence international relations and problems. Prereq., 6 hrs. (3) Dow.

215. **Cartography and Graphics.** The elementary principles of map-drawing and graph-making. Prereq., 12 hrs. (1-2) The staff.

381. **Research in Geography.** Prereq., 15 hrs. (1-2) The staff.

## GERMAN

**1-2. Beginning German.** The course includes instruction in the fundamental grammatical principles, drill in pronunciation, conversation, and the reading of prose. (4) The staff.

**101-102. Intermediate German.** The course includes the study of various short poems and stories of literary excellence, grammatical review, and work in oral and written composition. The drama, especially *Wilhelm Tell*, is included in course 102. Prereq., 2 or 2 yrs. high school German. (4) The staff.

**105, 106. Scientific German.** A reading course designed to give the student familiarity with German scientific terms. Prereq., 102 or 101 with a grade of A or B. (2) Valk.

**109-110. German Grammar and Composition.** Prereq., 102 or 3 yrs. high school German. (2) Hess.

**121, 122. German Prose Readings.** Literary, historical, and scientific essays are read. Prereq., 102, 101 with a grade of A, or 3 yrs. high school German. (2) Hess.

**165g. Teaching of German.** See Ed. — Teaching Techniques.

**201, 202. Survey of German Literature.** (1938-1939) Prereq., 102. (3) Hess.

**211, 212. Modern German Drama.** (1939-1940) A study of the German drama of the nineteenth century and the reading of the more important plays connected with the various movements. Prereq., 102 or 4 yrs. high school German. (3) Hess.

**213. Classical German Drama.** Plays of Lessing, Goethe, and Schiller are studied in relation to German classicism. Prereq., 102. (3) Hess.

**214. Goethe's Faust.** A detailed study of Goethe's greatest contribution to modern thought and life. Prereq., 213. (3) Hess.

**219, 220. The German Short Story.** A rapid reading course designed to acquaint the student with this phase of modern German literature. Prereq., 102. (2) Valk.

**301. History of the German Language.** An introduction to the study of Germanic philology. Prereq., 10 hrs. beyond 102. (2) Hess.

**310. Gothic.** A study of the phonetics, morphology, and syntax of the Gothic language, accompanied by the reading and translating of portions of Ulfila's Gothic Bible. Prereq., 10 hrs. beyond 102. (3) Hess.

**395. Thesis.** (4) The staff.

## GOVERNMENT

**1, 2. American Government.** The American political system, including national, state, and local governments. (3) Hoover, Smith, Morrison.

**101, 102. Comparative Government.** A comparison of the American and

European systems of government, including organization, procedure, popular representation, and effect upon social and economic conditions. (3) Smith.

202. Constitutional Law. Prereq., 6 hrs. government or history. (2) Hoover.

203. Municipal Government. The development, organization, and politics of city government; municipal administration including finance, health, utility regulation, city planning, and municipal ownership. Prereq., 6 hrs. (2) Smith.

205. American Political Parties. The origin and growth of national parties, influence of economic and social conditions on party policy, and recent developments. Prereq., 6 hrs. (3) Hoover.

210. Current Political Problems. The problems related to national, state, and local government. Prereq., 6 hrs. (2) Smith.

216. International Relations. The foundations of international relations, including nationalism, imperialism, racial and economic factors; the settlement of international disputes; and the international policies of the United States. Prereq., 6 hrs. (2) Smith.

223, 224. International Law. Prereq., 6 hrs. (2) Hoover.

229. Current International Problems. An introduction to international relations through world problems of current interest. Prereq., 6 hrs. government or history. (3) Volwiler.

231, 232. European Governments. The government and politics of the major European countries, with the emphasis on basic principles and theories. Prereq., 6 hrs. government or history. (3) Jones.

241. American Foreign Policy. The diplomatic history of the United States since independence, with an introduction to the Department of State and general diplomatic practices. Prereq., 6 hrs. government or history. (3) Morrison.

243. American Political Thought. Early political ideas underlying the political institutions in the United States, and the development of political thought to the present. Prereq., 6 hrs. (2) Smith.

248. Introduction to Public Administration. The place of administration in modern government, problems of organization and control, determination of administration areas, personnel management, development of bureaucracy, public budgeting, politics and administration in relation to government planning. Prereq., 6 hrs. (2) Smith.

301. Problems in Government. Prereq., 15 hrs. government or history. (1-3) The staff.

391. Seminar in Government. Prereq., 15 hrs. government or history. (1-3) The staff.

395. Thesis. (4-8) The staff.

**GREEK**  
(See Classical Languages)

**HEALTH**  
(See Physical Welfare)

**HISTORY**

**1, 2. A Survey of European Civilization.** The development of European civilization from the decline of the Roman Empire to the present time with a consideration of its economic, social, intellectual, cultural, and political phases. (3) Harris, Volwiler, Jones.

101. English History to 1485. (2) Harris.

102. English History since 1485. (2) Harris.

110. History of United States to 1861. (3) Hoover, Morrison, Field.

111. History of United States since 1861. (3) Hoover, Morrison, Field.

112. History of Greece. (2) Brokaw.

113. History of Rome. (2) Brokaw.

**115. The Old South.** The South to 1860. The plantation regime in the United States. (3) Morrison.

**116. The New South.** The development of the South since 1861. (3) Morrison.

132. History of Ohio. (2) Hoover.

141, 142. Hispanic America. An introductory course in Hispanic American history. (3) Johnston.

**169e. Teaching of History in Elementary Schools.** See Ed. — Teaching Techniques.

**169h. Teaching of History and Civics in Junior and Senior High Schools.** See Ed. — Teaching Techniques.

203. English History, Tudor Period. Prereq., 6 hrs. (2) Jones.

204. English History, Stuart Period. Prereq., 6 hrs. (2) Jones.

**211. French Revolution and Napoleonic Era, 1789-1815.** Prereq., 6 hrs. (3) Jones.

**212. Europe in the Nineteenth Century.** A study of the development of England, France, Germany, Italy, and Russia, and their international relations. Prereq., 6 hrs. (3) Jones.

221. The World War, 1914-1918. Prereq., 6 hrs. (2) Harris.

222. Europe since 1918. Prereq., 6 hrs. (2) Harris.

230. History of Russia. Prereq., 6 hrs. (3) Harris.

233. **History of Civilization.** Beginning with the theories of the origin of the earth and of man, this course traces the evolution of culture from savagery to barbarism; from barbarism to the earliest civilization of Egypt, the Tigris-Euphrates Valley, and the Aegean; and thence to the present day. Prereq., 6 hrs. (3) Harris.

235. **History of Canada.** Prereq., 6 hrs. (2) Hoover.

241. **The British Empire.** The evolution of the British Empire, with special emphasis on recent imperial problems. Prereq., 6 hrs. (3) Harris.

245. **European Imperialism.** Prereq., 6 hrs. (3) Volwiler.

250. **Provincial America, 1688-1763.** (Not offered in 1937-1938.) Prereq., 6 hrs. (3) Morrison.

251. **Sectional Controversy, 1829-1850.** (Not offered in 1937-1938.) Prereq., 6 hrs. (3) Morrison.

253. **The United States, 1850-1877.** Changes in national life as political control shifted from agriculture to industry. Prereq., 6 hrs. (3) Morrison.

254. **Contemporary United States.** The United States since 1900, with emphasis on recent developments. Prereq., 6 hrs. (3) Morrison.

255. **Constitutional History.** The Constitution of the United States: its origin, formation, and ratification. Prereq., 6 hrs. (2) Hoover.

256. **The Emergence of Modern United States. 1877-1900.** Social and intellectual conditions, agrarian unrest, rise of large corporations and their regulation, railroad building, tariff policies during the Harrison-Cleveland era, the Spanish-American War, and the drift to imperialism and world power. Prereq., 6 hrs. (3) Volwiler.

257. **The Westward Movement.** The expansion from the Atlantic Coast to the Pacific. Explorations, Indian trade, land policies, pioneer life, territorial acquisitions and state making, trails and railroads to the Far West, rise of cowboy land, types of later frontiers, and influence of the West upon American ideals and institutions. Prereq., 6 hrs. (3) Volwiler.

258. **Statesmen of the United States.** A study of the lives of leading Americans. Prereq., 6 hrs. (2) Hoover.

301. **Historiography.** Bibliographical guides, historical periodicals, schools of historical interpretation, representative historians and their writings, introduction to the technique of historical research and writing. Prereq., 15 hrs. (2) Volwiler.

303. **Problems in History.** Intensive individual work either in research or in systematic reading along the lines of a student's special interest under the supervision of a member of the staff. Prereq., 15 hrs. and permission. (1-3) The staff.

391. **Seminar in History.** Reports based upon original research with

group discussion and criticism. Prereq., 15 hrs. and permission. (1-3) The staff.

395. Thesis. (4-8) The staff.

## HOME ECONOMICS

### CLOTHING AND TEXTILES

1. Clothing Selection and Construction. A study of essential factors entering into a wise choice of clothing. Problems in constructing simple garments. 1 lec. and 4 lab. Fee, \$3. (3) Morse.

110. Textiles and Consumer Buying. A study of textiles as to fiber, manufacture, use, and desirability. Hand loom weaving problem. 2 lec. and 2 lab. Fee, \$3. (3) Morse.

211. Economics of Clothing. Clothing study relative to market quality, cost, creative factors, fashion trend legislation. Construction of garments from wool and silk. 2 lec. and 2 lab. Prereq., 1 and 110. (3) Morse.

212. Creative Textile Problems. Students are given opportunity to develop original ideas in textiles, garment designs, decorations. 4 lab. Prereq., 110 and 3 hrs. art. (2-4) Morse.

215. History of Costume and of Textiles. Brief study of costume and textiles through the ages, with laboratory coordination in stage costumes and figurine dressing. 1 lec. and 2 lab. Prereq., 1 and 110. (2) Morse.

216. Clothing Design and Construction. Principles of design worked out in material. Garments draped on dress forms. Construction problem in tailoring. 6 lab. Fee, \$3. Prereq., 1 and 110. (3) Morse.

218. Textile Analysis. Intensive examination of fibers and fabrics. 1 lec. and 4 lab. Prereq., 110 and 3 hrs. chemistry. (3) Morse.

395. Thesis. (4-8) Phillips, Morse.

## FAMILY RELATIONSHIPS AND CHILD DEVELOPMENT

271, 272. Child Development. A study of the child with reference to the problems of parents. Course 271 deals with the physiological development and the physical care and health habits of the child. Course 272 deals with the child's mental health, social and emotional development, and with parental techniques for the guidance of young children. 1 lec. and 2 hrs. nursery school observation. Prereq., 21 or 22, 1 or 110, or 6 hrs. psychology. (2) Justin, Snyder.

273. Family Relationships. A study of the functioning of the successful family, including a consideration of the social and emotional problems of the home. Prereq., 272, 3 hrs. sociology, and 3 hrs. psychology. (3) Justin.

377. Special Problems in Family Relationships. An intensive study of a problem in family relationships. Prereq., 272 and 273. (2) Justin.

379. Special Problems in Child Development. An intensive study of a phase of child development or a problem in child guidance. The nursery school may be used as a laboratory if desired. Prereq., 272. (2) Justin, Snyder.

395. Thesis. (4-8) Phillips, Justin.

### FOODS AND NUTRITION

21. Foods and Nutrition. Energy, protein, mineral, and vitamin requirements. Cost in relation to food value. Planning, preparation, and serving of well balanced meals. Social customs relating to food service. 1 lec. and 4 lab. Fee, \$3. (3) Patterson.

22. Economics of Foods. Food markets and marketing problems from the standpoint of the consumer. Planning and preparing meals on various budget levels. Study of time element, amount of work, and equipment involved in food preparation. 1 lec. and 4 lab. Fee, \$3. (3) Patterson.

222. Experimental Cookery. Methods of cookery are determined through experimentation, investigation, and research. Individual or group work on selected topics. 1 lec. and 4 lab. Fee, \$3. Prereq., 21 or 22, and 3 hrs. chemistry. (3) Patterson.

225. Dietetics. Fundamental principles of nutrition based upon the nutritive value of foods and nutritive requirements of man. Practical application of these principles to the feeding of individuals and families under varying physiological, economic, and social conditions. 2 lec. and 2 lab. Fee, \$3. Prereq., 21 or 22, and 3 hrs. chemistry. (3) Phillips.

227. Quantity Cookery. Institutional and commercial food problems. Field work in college dormitories, cafeterias, and cooperating institutions. 1 lec. and 4 lab. Prereq., 21 or 22, and 222 or 225. (3) Phillips, Swanson.

228. Readings in Food and Nutrition. Reports, discussions, and review of scientific literature. Prereq., 225. (3) Phillips.

229. Nutrition in Disease. (1938-1939) Adaptation of diet to disorders of nutrition; the cause, effects, and extent of malnutrition. Opportunity for practical work in these fields. 2 lec. and 2 lab. Fee, \$2. Prereq., 225. (2) Phillips.

241. Nutrition Work with Children. Relation of nutrition to growth and development of children. Methods for improving nutrition through the school and other organizations. Prereq., 225. (2) Phillips.

242. Institutional Buying. Problems in the planning and equipment of institutions. Study of floor plans with relation to needs of various services; current procedures in large quantity food purchasing. Prereq., 21 or 22, and 32. (3) Phillips, Swanson.

248. Institutional Management. (1938-1939) Organization and management in residence halls, lunch rooms, hotels, and hospital dietary depart-

ments. Problems in employment and personnel, financial statements, operation expenses, food and budgetary control. Observation in various types of institutions. Prereq., 21 or 22, and 32 or 251. (3) Phillips, Swanson.

**333. Special Problems in Chemistry of Foods and Nutrition.** A study of a selected problem in the chemistry of food and nutrition. A laboratory course in problems of physical and chemical properties of food materials and the effect of cooking processes on the nutritive value of foods. Prereq., 225. (3) Phillips.

**395. Thesis.** (4-8) Phillips, Patterson.

### GENERAL HOME ECONOMICS

**51. Orientation Course in Home Economics.** History of home economics; the worthwhileness of home economics in education for personal, home and family living, homemaking, and vocational training; the place of home economics in the present organization of the school curriculum. (2) Phillips, assisted by specialists in each field.

**168h. Teaching of Home Economics.** See Ed. — Teaching Techniques.

**250. Special Problems in the Teaching of Home Economics.** Opportunity for individual selection of problems. Prereq., 168h. (3) Patterson.

**251. Home Management.** A study of the economic use of time, energy, and money as involved in the successful functioning of a home. Prereq., 21 or 22, and 32. (2) Justin.

**253. Home Management Laboratory.** The half semester's residence in the home management house provides managerial experience in the use of time, energy, and money in the modern household. Prereq., 21 or 22, and 32. (2) Justin.

**254. Home Economics in Adult Education.** An analysis of the methods of presenting home economics subject matter to adult education groups, of the organization procedures and activities involved. Prereq., 251 and 253, 271 or 272, and 10 hrs. education or psychology. (3) Justin.

**256. Economics of Consumption.** Consumer buying problems; family income and expenditure; expenditures as measures of standards of living, consumer demand; and the effects of consumption on the economic welfare of society. Opportunity for special study in the field of major interest and for the application of the results of these studies to practical consumer problems. Prereq., 21 or 22, 1 or 110, or 6 hrs. economics and marketing. (3) Phillips.

**258. Special Problems in Household Economics.** Individual investigation in standards of living, family expenditures, structure of the rental market, and methods of increasing efficiency of retail buying. Prereq., 256. (3) Phillips.

**351. Special Problems in Home Economics.** Students select special problems for individual research under the supervision of a member of the staff. The work of the course is devoted to the planning, executing, and test-

ing of results of individual problems of research. Prereq., 18 hrs. home economics. (2-8) The staff.

352. **Special Problems in Home Management.** Opportunity for individual study of managerial ability related to home management situations. Prereq., 251 and 253. (2-3) Justin.

395. **Thesis.** (4-8) The staff.

### THE HOUSE AND ITS EQUIPMENT

32. **Household Equipment.** Selection, cost, and care of household equipment. Minimum standards, grades, and tests for household equipment are studied. 2 lec. and 2 lab. (3) Phillips.

231. **Home Planning.** The house and its furnishings from a historical, artistic, scientific, and practical standpoint. Problems in the selection and use of furniture, textiles, and accessories to fit the economic and social needs of the home. Field trips. 2 lec. and 2 lab. Fee, \$8. Prereq., 1 or 110, and 3 hrs. art. (3) Snyder.

234. **Household Engineering.** Household operating and equipment problems. A critical analysis of the use of equipment to establish standards for effective use. Survey of agencies offering services in the field of home-making. Specialists in related sciences and manufacturing fields cooperate. Prereq., 21 or 22, and 32. (3) Phillips.

238. **Housing and Community Welfare.** History of the housing movement. Family and community living conditions as effected by housing regulation and legislation, city planning and zoning, trends in American housing and housing abroad. Prereq., 231, 251, and 253. (3) Morse.

395. **Thesis.** (4-8) Phillips.

### INDUSTRIAL ARTS

1-2. **Elementary Woodworking.** A course in elementary woodwork. The students construct projects from blue prints and job sheets. 1 lec. and 4 lab. Fee, \$8. (3)

6. **Wood Turning.** Instruction is given in the care of lathes and tools. The work consists of exercises in wood turning. 4-6 lab. Fee, \$2. (2)

7. **Sheet Metal.** Cutting, forming, making of seams, soldering, and riveting of materials used in sheet metal construction. The development of patterns and knowledge of the industry is an essential part of the work. 1 lec. and 3 lab. Fee, \$2. (2) McLaughlin.

8. **General Shop.** The following shop activities are presented: electricity, art metal, cold metal, and hand craft. 1 lec. and 3 lab. Fee, \$2. (2) Kinison.

105. **Wood Finishing.** A study is made of the different wood finishes and the application is carried out in the laboratory. The characteristics, phys-

ical qualities, and appearances of the common woods are studied. (3) McLaughlin.

**109-110. Cabinet Making.** Paneling, veneering, drawer construction, framing, and door fitting. The student works from blue prints and drawings. As the student advances, a difficult piece of cabinet work is constructed. 9 lab. Fee, \$3. Prereq., 2. (3)

**116. Constructive Design.** Practice in free-hand sketching. Originality stressed in the designing and studying of projects. A study of the outstanding periods and master designers. Prereq., mechanical drawing. (2)

**117. Shop and Machine Maintenance.** Circular, band, and hand saw fitting, band saw brazing and grinding, general repair, sharpening, lubrication, and adjustment of working (wood) equipment. 1 lec. and 2 lab. Prereq., 109. (2)

**121. Pattern, Forge, and Foundry Work.** The work consists of the making of wooden patterns, the shaping of iron by means of forging, and the making of brass and aluminum castings. 1 lec. and 3 lab. Fee, \$2. Prereq., 6. (2)

**122. Home Mechanics.** The care, adjustment, and repair of home equipment and devices. Information about effective procedure and practices in the operation and management of the modern home. For girls only. 1 lec. and 2 lab. (1) McLaughlin.

**123. Automobile Mechanics.** A study of the various parts and names of the automobile. Special attention given to repair, adjustment, and maintenance. 1 lec. and 3 lab. Fee, \$2. (2) McLaughlin.

**124. Machine Shop.** Chipping, filing, straight turning, taper turning, eccentric turning, chuck turning, face-plate turning, inside turning, thread cutting, polishing, shaper work, grinding, and the care of lathes, shafting, and belting. 4-6 lab. Fee, \$2. (2) McLaughlin.

**127. Shop Practice.** Instruction and supervision of shop courses, handling of supplies, materials, and projects. Prereq., permission. (2-3) McLaughlin.

**141-142. Printing.** A study of the composition and nomenclature of type, point system, proof reading, grammatical rules, and a short history of printing. Laboratory work consists of learning the case, composition of straight matter and headings, distribution, pulling proofs, correcting proofs, imposition, and platen press work. Includes the study of papers and paper making, care of stock, harmony and proportion, linoleum cuts, and setting job composition. 1 lec. and 4-5 lab. Fee, \$3. (3) Kinison.

**143. Printing.** All work is done in The Lawhead Press and consists of a study of type designs, engraving, decorations, press work, and practical problems in printing. 6 lab. Fee, \$3. Prereq., 142. (2-3) Good.

**145. Printing (Journalism).** The course gives students of journalism an opportunity to handle type, learn the case, and do some printing on the

platen press. Straight matter and headings make up the exercises. 4 lab. Fee, \$2. (2) Kinison, Ray.

146. **Printing (Advertising).** In addition to learning the case and doing some press work, the student learns about type families, the point system, harmony and proportion. Fee, \$2. (2) Kinison.

160i. **Teaching of Industrial Arts.** See Ed. — Teaching Techniques.

212. **Shop Equipment.** The study of purchasing equipment, planning of arrangement, importance of various machines, purchase of supplies and distribution. Prereq., 2, 7, and 109. (3) McLaughlin.

226. **History of Industrial and Vocational Arts.** A study of the history and methods of organization of industrial and vocational arts to the present, and current tendencies. Special study of the Smith-Hughes law and its administration. Prereq., 160i and 3 hrs. school administration. (3) McLaughlin.

244. **Printing.** General routine and acquaintance with the work as carried on in an up-to-date job printing shop. Fee, \$3. Prereq., 143. (3) Good.

350. **Advanced Work in Wood, Metal, or Printing.** Advanced laboratory work in wood, metal, or printing. A study of industrial practice in the field selected by the student. Prereq., 8 hrs. in the selected field. (3) The staff.

355. **Special Problems in General Shop.** A theory course dealing with the organization, equipment, and management of the general shop as related to the small high school. Prereq., 12 hrs. (3) The staff.

357. **Curriculum Building in Industrial Arts.** A study of curriculum building with special reference to integrating the work of industrial arts with the other fields throughout the school program. Prereq., 16 hrs. (3) The staff.

381. **Research in Industrial Arts.** Prereq., 15 hrs. (3-6) The staff.

395. **Thesis.** (4-8) The staff.

## ITALIAN

(See Romance Languages)

## JOURNALISM

4-5. **Newspaper Reading.** The course will deal with the organization of the newspaper from the reader's point of view. The relationship of the newspaper to social, economic, religious, and educational problems will be brought out. Leading newspapers of the country will be analyzed. (1) Lasher.

102. **News Writing.** The course deals with the simple news story, stressing the lead. Particular attention will be paid to diction and usage and to the fundamentals of sentence structure. (2) Lasher.

105. **The Newspaper.** A study of the character, the purposes, and the

general organization of the newspaper, with attention to its origin, development, and present status as a quasi-public institution. Prereq., English 4. (2) Lasher.

**108. Newspaper Reporting.** Instruction in methods of gathering material and writing news narratives, interviews, reports of speeches, follow-up and re-write stories, human interest stories, and specialized news, followed by practical work covering assignments and preparing copy. Prereq., 102. (3) Lasher, Ray.

**109. Writing for Publication.** Designed for teachers, school administrators, social workers, and others who wish to know the elementary technique of writing news and feature stories in order to publicize their particular interests. Legitimate methods of getting material into publications will be discussed. Prereq., English 4. (2) Lasher.

**111-112. Reporting Practice.** Students will be assigned to general reporting on *The Athens Messenger*. In the second semester a student will be permitted as far as possible to specialize in the particular field of reporting he desires. Prereq., 108 and permission. (2-3) Smiley.

**113. Reporting Practice.** Prereq., 112. (2) Smiley.

**116. Sports Writing and Editing.** The course will deal with the technique of gathering, writing, and editing news and comment concerning all kinds of sports. Attention will be paid to the promotion of community sports. Prereq., junior or senior rank. (2) Dunn.

**118. Newspaper Editing.** The course will deal with the work and responsibility of the editor. A consideration of newspaper style, libel, syndicate and news association services, type and mechanical processes. Prereq., 108. (3) Lasher, Ray.

**121-122. Editing Practice.** Students will be assigned to copyreading on *The Athens Messenger*. Prereq., 118 and permission. (2-3) Harris.

**130. Book Reviewing.** Following a study of present day literary criticism, students write reviews dealing with various types of literature. Prereq., English 4. (2) Lasher.

**140. The Community Newspaper.** The course stresses phases of the editorial and business management of the newspaper published in a small community. Problems include: news treatment, editorial comment, the relation of the newspaper to school, church, business, and community life; circulation promotion, the securing and preparation of advertising and job printing, mechanical equipment. Prereq., junior or senior rank. (3) Lasher, Ray.

**144. Journalism Ethics and Newspaper Law.** The case method will be applied to such problems as news suppression, publicity, propaganda, and constructive handling of news dealing with crime, religion, politics, capital, labor, and general social conditions. Laws affecting publications will be studied. Prereq., junior or senior rank. (2) Lasher.

**145. Printing (Journalism).** See Industrial Arts.

151-152. **Contemporary Thought and Developments.** Important contributions being made in the fields of art, science, music, education, drama, medicine, literature, government, public health, philosophy, economics, psychology, finance, engineering, law, religion, and sociology will be discussed by members of the faculty from the departments. Material will be presented as a background for newspaper writers and readers. Prereq., junior or senior rank. (3) Lasher and others.

155. **High School Publications.** Editorial supervision and business management problems of high school newspapers, yearbooks, magazines, and handbooks. (2) Lasher.

164j. **Teaching of High School Journalism.** See Ed. — Teaching Techniques.

171. **The Newspaper as a Business Institution.** The course will deal with the organization of the newspaper, emphasizing the various functions and the cooperative responsibilities of business, editorial, and mechanical departments. (2) Ray.

173. **Newspaper Circulation Practice.** Training in the technique of the Audit Bureau of Circulation system of record keeping. Practical work in circulation, department organization, promotion methods, carrier management, mailing room and transportation supervision at *The Athens Messenger*. Prereq., 171 or 243. (2-3) Ray.

174. **Newspaper Advertising Practice.** Laboratory work at *The Athens Messenger* in the fields of local display, national, and general display. Prereq., 171 or 243, and 247. (2-3) Ray.

175. **Newspaper Office and Plant Management Practice.** The course will include a laboratory study of the administration of the accounting, and mechanical departments of the newspaper. The publisher of *The Athens Messenger* and the instructor in the business courses in the department will supervise. Prereq., 173, 174, and Accounting 81. (2) Ray.

202. **Advanced Reporting.** Experience at *The Athens Messenger* in some specialized field. Prereq., 112. (2) Smiley.

208. **Reporting of Public Affairs.** The course will deal with those facts about the courts, legal procedure, civic agencies, government, politics, and business organizations fundamental for the intelligent reporting of public affairs in a community. Students will be brought into contact with local officials and organizations. Prereq., 112 or permission. (2) Lasher.

221. **Feature and Magazine Writing.** A study of newspaper, magazine, and syndicate feature stories are followed by practice in writing different types. Some of the problems considered are: how to discover desirable material, how to secure suitable illustrations, how to bring out the dominant interest, how to prepare and sell manuscripts. Prereq., 111 or 12 hrs. English. (3) Lasher.

222. **Advanced Feature and Magazine Writing.** Students will be per-

mitted to select their type of material. Writing will be done with the definite idea of publication, and a study will be made of the most suitable markets for publication. A conference course. Prereq. 221. (2) Lasher.

225. **The Editorial Page.** A study of the editorial page as to purpose, material, style, tone, and effect. Training will be given in the analysis of news and in writing news interpretation, news comment, controversial and generalized editorials, and the editorial paragraph. Prereq. 111 or 12 hrs. English. (3) Lasher.

243. **Newspaper Management.** The course will deal with problems of business organization, circulation, the handling of local, national, and classified advertising, office and composing room management, newspaper accounting, business promotion, financing the newspaper, and editorial policies. Prereq., 105 and Accounting 81. (3) Ray.

247. **Newspaper Advertising.** Departmental organization, solicitation technique, promotion, layout, copy writing, and typography pertaining to the retail, classified, and legal advertising departments of the newspaper. Agency contact, merchandising, and promotion of the newspaper general advertising department. Prereq., Advertising 155. (3) Ray.

**LATIN**  
(See Classical Languages)

**MARKETING**  
(See Commerce)

**MATHEMATICS AND ASTRONOMY**

1. **Elementary Algebra.** A beginning course for students with no high school algebra. (5)

3. **Plane Geometry.** A course for students with no high school geometry. Prereq., 1 or 1 yr. high school algebra. (5) Denbow.

4. **Solid Geometry.** Prereq., 3, or 1 yr. high school algebra and 1 yr. high school geometry. (3) Denbow.

5. **Freshman Mathematics.** The number system, the rational operations, equations, exponents, radicals, logarithms, the trigonometric functions, right triangles, binomial theorem, quadratic equations, linear equations, determinants, graphs, theory of equations, functions of multiple angles, and the solution of triangles. Prereq., 3, or 1 yr. high school algebra and 1 yr. high school geometry. (5) The staff.

6. **Freshman Mathematics.** Complex numbers, coordinate systems, progressions, the straight line, the circle, conic sections, polar forms, the transformation of coordinates, and a brief treatment of solid analytic geometry. Prereq., 5. (5) The staff.

34. **Mathematics of Finance.** A study of interest, annuities, sinking funds, valuation of bonds, capitalized cost, life insurance, and life annuities.

Prereq., 3, or 1 yr. high school algebra and 1 yr. high school geometry. (3) Marquis.

105. **College Geometry.** Problems of construction, loci, indirect methods, similar and homothetic figures, the triangle, medians, bisectors, altitudes, and transversals. Prereq., 6. (3) Marquis.

112. **Descriptive Astronomy.** The earth as an astronomical body, the motions and physical characteristics of the sun and other bodies of the solar system, and the distances, constitution, and distribution of stars and nebulae. The simple principles of physics and mathematics needed to understand the subject are developed. Prereq., 3, or 1 yr. high school algebra and 1 yr. high school geometry. (3) Reed.

117. **Differential Calculus.** Variables, functions, limits, differentiation and its applications to maxima and minima differentials, curvature, and the theorem of mean value. Prereq., 6. (4) Reed, Marquis, Starcher.

118. **Integral Calculus.** Integration, the definite integral, geometrical and physical applications of integration, series, expansion of functions, partial differentiation, multiple integrals, and a brief treatment of simpler types of differential equations. Prereq., 117. (4) Reed, Marquis, Starcher.

120. **Mathematical Instruments.** The slide rule, pantograph, planimeter, sextant, nomographs, theory of computing machines, integrographs, and integrators. Prereq., 117. (1) The staff.

125. **Elementary Statistics.** The common theory and methods used generally by investigators in widely different fields. The topics considered are: graphs, methods of computing the statistical constants, transformation of units, moments, the normal law, curve fitting, time series, trend and ratio charts, correlation, regression, and probability. Prereq., 3, or 1 yr. high school algebra and 1 yr. high school geometry. (3) Starcher.

168j. **Teaching of Mathematics in the Junior High School.** See Ed. — Teaching Techniques.

168m. **Teaching of Mathematics in the Senior High School.** See Ed. — Teaching Techniques.

201. **Theory of Equations.** The roots of unity, theorems on the roots of an equation, construction of roots with ruler and compasses, isolation of real roots, numerical solutions, determinants, systems of linear equations, and symmetric functions. Prereq., 6. (3) Reed.

204. **Advanced Calculus.** Particular subjects in the differential and integral calculus: expansion into series, Taylor's series, definite integrals and their applications to double and triple integrals, line integrals, and some vector analysis. Prereq., 118. (3) Reed.

208. **Projective Geometry.** A study of the elements, primitive forms, duality, projectively related forms, curves and ruled surfaces of the second order, Pascal's and Brianchon's theorems, poles and polars, and the theory of involution. Prereq., 6. (3) Marquis.

**215. Differential Equations.** The formation of a differential equation, types of equations solvable by a transformation, linear equations, integration in series, simultaneous linear equations, and differential equations arising in mechanics and physics. Prereq., 118. (3) Reed.

**219. Analytic Mechanics.** Moments of mass and inertia, kinematics of a point, curvilinear motion, kinetics of a particle, work, energy, impulse, motion of a particle in a constant field, central forces, and potential energy. Prereq., 118. (3) Marquis.

**226. Theory of Statistics.** The normal surface, probability, frequency curves and their uses, sampling theory, multiple correlation, finite differences, and interpolation. Prereq., 118 and 125. (3) Starcher.

**301-302. Modern Higher Algebra.** Prereq., 118 and 201. (3) The staff.

**311-312. Theory of Functions of a Complex Variable.** Prereq., 118, 201, and 215. (3) Starcher.

**319-320. Theory of Functions of a Real Variable.** Prereq., 118, 201, and 215. (3) Marquis.

## MILITARY SCIENCE AND TACTICS

**1-2. Basic Infantry.** The National Defense Act, leadership, rifle marksmanship, obligations of citizenship, military courtesy and discipline, organization, sanitation and first aid, military history and policy, map reading, and current international situation. 3 hrs. a week. Fee, \$3. (1) The staff.

**3, 4. Military Band.** Open to students enrolled in military science and tactics. The Military Band will be combined sometimes with the University Band. Students enroll concurrently with courses in military science. Freshmen do not receive credit during their first semester of participation. Sophomores who are enrolled in course 101 or 102 may take military training for two hours a week and band practice for two hours and receive full credit, but sophomores who expect to continue in military science are required to have three hours a week in military training. (1) Janssen, Olmstead.

**101-102. Basic Infantry.** Military fundamentals, leadership, weapons, military history, tactical principles. 3 hrs. a week. Prereq., 2 or 4. (1) The staff.

**111-112. Infantry, Intermediate.** Leadership, weapons, combat principles advanced. Offered 1937-1938 only, to enable students who will be graduated in 1939 to complete the course in military science and tactics in three years. Prereq., 2. Must be taken with 101-102. 2 hrs. a week. (2) The staff.

**121-122. Infantry, Advanced.** Aerial photograph reading, leadership, weapons, combat training. Given in 1937-1938 only if enrollment of eligible students justifies. Prereq., 102. 5 hrs. a week. (3) The staff.

**151-152. Infantry, Advanced.** Leadership, military law, military history, company administration and supply, combat training. 5 hrs. a week. Prereq., 122. (3) The staff.

## MUSIC

### APPLIED MUSIC

**Organ.** Private instruction in organ requires a background of pianistic ability equivalent to four semesters of credit. (1-3) Kresge.

**Piano.** (1-3) Fontaine, Kresge, Longstreet, Board, Witham.

**Stringed Instruments.** Private instruction in violin, viola, violoncello, and double bass. (1-3) Ingerham, Ellis.

**Voice.** (1-3) Robinson, Benedict, Roach, Peterson.

**Wind Instruments.** (1-2) Janssen, Frische.

## HISTORY AND THEORY

**5-6. Music Appreciation.** The aim is to encourage intelligent listening, and consequent enjoyment of music. The victrola, piano, and organ are used for illustrative purposes. (1) Benedict.

**11-12. Music History.** A general development of music from the primitive and ancient peoples through the polyphonic period; the classic music of the eighteenth century. Course 12 includes a study of the music of the nineteenth and twentieth centuries; romanticism, impressionism, and tendencies of the present day. A survey of agencies for musical advancement in America. (2) Peterson.

**105-106. Harmony.** Formation of major and minor scales; intervals, triads, and their relations in open and close position; harmonizing of melodies; inversions, cadences, sequences, passing and auxiliary notes; original work. Course 106 includes the seventh chord on the dominant and leading note, and their inversions; chord of the ninth on the dominant, and inversions. (2) Kresge.

**107-108. Keyboard Harmony.** Playing of triads, dominant sevenths and arpeggios. Harmonization of melodies in four voice harmony and in full piano style. Improvisation of melodies with accompaniment in phrase and period form, transposition. Prereq., the ability to play a hymn correctly. (1) Witham.

**109-110. Ensemble.** Participation in the playing or singing of ensemble arrangements of classic and modern compositions. (1) The staff.

**111-112. Harmony.** Secondary seventh chords; altered and mixed chords; modulation, suspensions, retardations, anticipations, syncopations, organ-point, embellishments; harmonizing of melodies, or original work and analysis. Prereq., 106. (2) Kresge.

**113-114. Analysis and Form.** Detailed analysis of the structure of musical compositions. Material used: the hymnal; *Songs Without Words*, Mendelssohn; sonatas of Beethoven; fugues of Bach. Prereq., 106. (2) Robinson.

**115-116. Counterpoint.** Single counterpoint in all species, in two, three, or four parts. Course 116 develops motive, double counterpoint, free writing on original themes. Prereq., 114. (3) Fontaine.

**120. Instrumentology.** Comparative musicology. A study of musical instruments. An explanation of the physical phenomena of sound generation and resonance precedes a systematic study of the development of the keyboard and wind and stringed instruments. (1) Janssen.

**130. Ensemble Conducting.** An opportunity for study and practical experience in either choral or instrumental conducting. Stress on the use of the baton, attack, release, control, phrasing, and other phases of foundational requirements. Interpretative studies in chorals, anthems, partsongs and the oratorio, opera, and symphony. Prereq., 2 yrs. of university piano and theory courses and permission. (1-6) Robinson, Ingerham, Janssen.

**133-134. Instrumentation.** The classification and scope of orchestral instruments, reading of scores, arranging and scoring for orchestra. Course 134 emphasizes the scoring of hymns and folk tunes for strings, woodwind, brass; the scoring for simple combinations and for full orchestra and band. Minute analysis of symphonic scores. Prereq., 114. (3) Janssen.

**137-138. The Literature of Music.** A survey of representative literature from the fields of opera, oratorio, art songs, chamber and orchestral music. Illustrated by the Capehart phonograph and individual performance. Prereq., 5 or the equivalent. (1) The staff.

**211-212. Music History.** A survey of the growth and development of all forms of vocal music from the monadic period up to the twentieth century era, with emphasis upon conditions influencing expression. The greater composers are studied in reference to their contributions and characteristic styles. Course 212 traces the development of instrumental music. Prereq., 6, 12, and 120. (2) Peterson.

**215-216. Harmony.** Chromatic harmony, modulation, altered chords, analysis. Original work. Comparison and examination of harmony text books. Prereq., 112, 114, and 2 yrs. aural theory. (2) Kresge.

**217-218. Counterpoint.** The multiple forms of counterpoint. Double and triple counterpoint with and without free parts. Special attention is given to the *Inventions* and *Partitas* of Bach. Students write short, original compositions in the contrapuntal style for organ or piano, trios for piano and strings or woodwinds, as well as simpler forms for string quartet. Prereq., 116. (2) Fontaine.

**219-220. Composition.** Correlation of the harmonic and contrapuntal principles. Comparison of the rhetorical principles of music and poetry. Original writings in the more simple forms. Prereq., 116 and an average of B in aural theory. (2) Robinson.

**305-306. Harmony.** A study of the new methods of chord structure in modern harmony, polytonality, atonality, analysis, and original writing. Prereq., 216. (2) Kresge.

309-310. **Canon and Fugue.** A critical study of the classic canon in all its forms. Complete familiarity with the *Well-Tempered Clavichord* is expected. A fully developed original fugue in four voices is necessary for credit. Prereq., 218 and permission. (2) Fontaine.

311. **Musicology.** The music of the eighteenth century. A detailed study of the backgrounds in literature, general history, social customs, and the fine arts of the classic period, special attention to Haydn and Mozart. Prereq., 120, 212, and History 1 and 2. (2) Benedict.

312. **Musicology.** Beethoven. An intensive study of the major works of the great master and a biographical survey of his life. Prereq., 120 and History 1 and 2. (2) Benedict.

313. **Musicology.** Richard Wagner and the music drama. The social, economic, and political conditions of nineteenth century Germany as reflected in the life of Wagner. The fruition of romantic tendencies in the Wagnerian drama are considered in comparison with nineteenth century opera. *Tannhäuser*, part of the *Ring* and *Die Meistersinger* are studied. This course alternates with 311. Prereq., 6, 120, 212, and History 1 and 2. (2) Benedict.

314. **Musicology.** Twentieth century trends. A study of the impressionism of Debussy and its influence. The motivation of the modernists, Scriabin, Stravinsky, and Schoenberg. This course alternates with 312. Prereq., 120, 212, and History 1 and 2. (2) Benedict.

325-326. **Music Composition.** Extensive writing in the vocal and instrumental forms. The use of modern harmonic principles. Prereq., 220. (2) Robinson.

327-328. **Advanced Orchestration.** Problems in scoring original works and arranging for the modern symphony orchestra. Satisfactory scores are performed by the University Orchestra. Students are required to attend an assigned number of orchestra rehearsals. The class work includes criticism of each student's work. Prereq., 116 and 134. (2) Janssen.

395. **Thesis.** (4-8) The staff.

## MUSIC ACTIVITIES

**Choral.** (Summer session only.) Program material includes chorales, madrigals, and other choral forms. (1) Robinson.

**University Band.** Open to men students. Two hours a week are required in practice under the band leader. Admission by music permit. The University Band will sometimes unite with the Military Band. (1) Janssen.

**University Glee Club, Men.** Admission by music permit. Limited to 36 members. (1) Peterson.

**University Glee Club, Women.** Admission by music permit. Limited to 36 members. (1) Benedict.

**University Orchestra.** Open to men and women students. Admission by music permit. (1) Ingerham.

**University Vested Choir.** An organization of mixed voices composed of the best vocal talent on the campus. The repertoire is confined to the highest type of vocal literature both a cappella and accompanied. Admission by music permit. (2) Robinson.

### SCHOOL MUSIC

**1. Music Fundamentals.** A course involving elementary theory, ear training, tone production, and sight singing of unison and part songs. Fee \$2. (2) Blayney, Morley.

**3-4. Ear Training and Sight Singing.** Systematically graded exercises to quicken the musical hearing. Oral and written reproduction of melodies in all keys. Unison and part work in sight singing. (2) Brown.

**103-104. Ear Training and Sight Singing.** Advanced melodic and harmonic dictation involving intricate rhythms and altered chords. More difficult sight reading of vocal and instrumental forms, stressing the underlying harmony. Study of form. Prereq., 4. (2) Brown.

**121. Campus Orchestra.** A laboratory for instrumental majors. It provides practice for those who aim for increased facility in ensemble work. Open to any student who has sufficient skill in playing an orchestral instrument. (1) Thackrey.

**122. Folk Dances and Singing Games.** Dances and games for grades 1-8 and methods of presentation. (1) Danielson.

**125. Music Appreciation for Grade Teachers.** Experience in hearing and identifying good music. Appreciation material and effective methods for its presentation. (1) Blayney.

**127. Music Appreciation.** To familiarize students with the best material available for use in the elementary grades and high schools and methods of procedure in developing appreciation. (3) Danielson.

**131. Music Materials and Systems.** A survey of materials and music systems in general use. An emphasis on choral literature. (2) Danielson.

**166f. Teaching of Music in First Six Grades.** See Ed. — Teaching Techniques.

**166g. Teaching of Music in the Grades.** See Ed. — Teaching Techniques.

**166h. Teaching of Music in Junior and Senior High School.** See Ed. — Teaching Techniques.

**166i. Teaching of Instrumental Music.** See Ed. — Teaching Techniques.

**166p. Teaching of Class Piano.** See Ed. — Teaching Techniques.

**166s. Teaching of Class Stringed Instruments.** See Ed. — Teaching Techniques.

**166w. Teaching of Class Wind Instruments.** See Ed. — Teaching Techniques.

173. **Conducting.** Conducting technique developed. A study of qualities and habits essential to a good conductor. Individual practice in conducting choral material appropriate for use in the junior and the senior high schools. (1) Danielson.

174. **Conducting.** Technique and score reading, orchestral conducting, and band conducting. Material suitable for use in the junior and senior high schools considered. Standard symphonies and overtures are conducted in laboratory with the Campus Orchestra. (1) Thackrey.

## PAINTING AND ALLIED ARTS

### DESIGN

3. **Art Fundamentals.** Elementary principles of art, using problems in water color, lettering, and composition. 1 lec. and 3 lab. (2) Willis, Work, Bedford, Morris.

11. **Theory of Design.** The relationships of lines, areas, and colors in design and composition. 1 lec. and 3 lab. (2) Work.

12. **Theory of Design.** Color theory. The qualities of color applied to designs. 1 lec. and 4 lab. Prereq., 11. (3) Bedford.

25. **Art in Everyday Life.** Planned to help the consumer select the best articles from the market. (2) Bedford.

31. **Design and Composition.** Problems in design and composition with special emphasis on color. 1 lec. and 3 lab. (2) Willis.

60e. **Teaching of Art for Early Childhood.** See Ed. — Teaching Techniques.

60i. **Teaching of Art for Intermediate and Higher Grades.** See Ed. — Teaching Techniques.

102. **Applied Design.** Principles applied to posters, decorative boxes, wall hangings, painted tapestries, and table decorations. 2 lec. and 4 lab. Prereq., 31. (3) Willis.

103. **Practical Design.** Special emphasis will be placed on the application of the principles of art to marionettes, toys, weaving, cardboard construction, clay modeling. 1 lec. and 3 lab. Prereq., 3, 12, or 31. Fee, \$2. (2) Bedford.

113. **Lettering.** Study of form, line, spacing, alphabet styles, and letter arrangement. Prereq., 11. (3) Bedford.

114. **Textile Design.** All-over patterns with emphasis on art principles. 2 lec. and 4 lab. Prereq., 12 or 102. (3) Way.

115. **Pottery.** Coiling, building, pressing, and mould making. Study of decoration and history of pottery. 1 lec. and 3 lab. Fee, \$2. Prereq., 3, 12, or 31. (2) Bedford.

124. **Jewelry.** Original designs executed in pewter, copper, and silver.

Two processes are studied: piercing and soldering. 4 lab. Fee, \$2. Prereq., 3, 11, or 31. (2) Morris.

131. **Modeling and Sculpture.** Original interpretations of forms in clay, wood, and other suitable materials. 4 lab. Prereq., 45, 71, 115. (2) Bedford.

135. **Constructivism.** The possibilities of materials in constructive design. 2 lec. and 4 lab. Prereq., 12. (3) Work.

137-138. **Costume Design.** Design in relation to dress. Designing for individual characters. Adaptation of historic styles to modern costume. Costumes for the stage and for pageants. 1 lec. and 3 lab. Prereq., 51. (2) Way.

140. **Design Applied to Materials.** Emphasis on the direct relation of design applied to both rigid and plastic materials. Problems in weaving, wood, metal, and cloth. 2 lec. and 6 lab. Prereq., 12 or 31. (4) Bedford.

148. **Principles of Art in Advertising.** Study of layout in advertising, including letterheads, direct mail folders, trade marks, and magazine and newspaper layouts. (2) Morris.

152. **Bookbinding.** Problems in cardboard construction and bookbinding. 1 lec. and 3 lab. Fee, \$2. Prereq., 103. (2) Bedford.

154. **Weaving and Textile Design.** Experience in weaving as a medium of design expression. 2 lec. and 6 lab. Prereq., 114. (4) Bedford.

160a. **Teaching of Art.** See Ed. — Teaching Techniques.

171-172. **House Decoration.** Brief study of architectural details and historic styles of furniture as used in modern homes. Study of house plans, decorative treatments, and materials. 2 lec. and 4 lab. Prereq., 114 and Civil Engineering 1, 2. (3) Way.

207. **Advanced Design.** Composition for decorative panels with special emphasis on modeling in color to produce depth. 2 lec. and 2 lab. Prereq., 51 and 114, or 201. (3) Willis.

208. **Prints.** Compositions in dark and light and color, carried out in linoleum blocks, Provincetown wood blocks, and in etching, aquatint, and dry-point. 2 lec. and 2 lab. Prereq., 12 hrs., including 51 and 71. (3) Morris.

213-214. **Advanced House Decoration.** Floor plans and elevations rendered in correct architectural manner. From these, perspective drawings are constructed and rendered in color. Research is stressed and original adaptations are made from styles of all periods. 2 lec. and 4 lab. Prereq., 172. (3) Way.

216. **Advanced Pottery.** Pottery design, glazing, and firing, with emphasis on technique and original plans. 1 lec. and 3 lab. Fee, \$2. Prereq., 131. (2) Bedford.

217-218. **Poster Advertising and Industrial Styling.** Magazine and newspaper layouts and designs for book jackets, packages, bottles, textiles, posters, etc. One session each week is devoted to figure drawing using a model. 2 lec. and 2 lab. Prereq., 12 hrs. including 12 and 148. (3) Morris.

221. Advanced Costume Design. Application of art principles to dress design. Study of the details of costume. 1 lec. and 3 lab. Prereq., 51, 138, and 219. (2) Way.

225. Advanced Jewelry and Metal Work. Jewelry, bowls, boxes, bookends, and lamps in various metals. 4 lab. Fee, \$2. Prereq., 124 and 135. (2) Morris.

227. Workshop. Orders filled for customers desiring good design in furniture, wall hangings, interior decoration, jewelry, posters, Christmas cards, and other types of industrial styling. 2-6 lab. Fee, \$1 for each credit hour. Prereq., 12 hrs. including 124. (1-3) Morris.

281. Research in Design. 2-10 lab. Prereq., 15 hrs. (1-5) Work.

391. Seminar in Design. Prereq., 18 hrs. and permission. (1-5) Work.

395. Thesis. (4-8) The staff.

#### HISTORY AND THEORY

15. Introduction to Art. The appreciation of painting and allied arts is approached through the study of: the basic difference between good and bad art, the factors necessary for the creation of art, and the relationship of the space arts. (2) Roos.

21-22. History of Art. The principal periods of art history from the earliest times to the present are made familiar to the student through a study of the most significant surviving forms. (3) Roos.

157-158. Art Appreciation. Appreciative study of line, mass, color, and form through design, architecture, sculpture, and painting. (1) Way.

175. American Architecture. A study of our most important works of architecture from the earliest settlements to the present day. (2) Roos.

176. American Painting and Sculpture. The history of American painting and sculpture with special reference to the influences from other countries, and the relationship of each school to succeeding schools. (2) Roos.

177. Modern Painting. A discussion of the factors which developed the modernists in painting is followed by an investigation of the impressionists, the post-impressionists, and the numerous schools which have followed them, both in Europe and America. (2) Roos.

178. Modern Architecture and Sculpture. The course parallels course 177. (2) Roos.

203. History of Italian Renaissance Painting. The development of the history of painting in Italy during the Renaissance from the early Florentine and Sienese schools through the fifteenth and sixteenth centuries in central and northern Italy. The inter-relationship between this art and the art of other countries during the Renaissance is also considered. Prereq., 9 hrs. (3) Roos.

**204. History of Italian Renaissance Architecture and Sculpture.** The course parallels course 203. Prereq., 9 hrs. (3) Roos.

**210. History of the Decorative Arts.** Provides a basis for determining degrees of excellence. The development of furniture, pottery, glass, textiles, and metal are treated chronologically. Prereq., 12 hrs. (3) Roos.

**212. History of Engraving and Etching.** The historical appreciation of engravings, etchings, lithographs, and other graphic media. Examples offered by the masters of Italy and the North during the Renaissance down to the present. Prereq., 12 hrs. (3) Roos.

**231-232. Appreciation of Painting.** A critical study of painting methods. Prereq., 46, 121, and permission. (1) Mitchell.

**390. Seminar in Art History.** Prereq., 18 hrs. including 15 and 22. (2) Roos.

**395. Thesis.** (4-8) The staff.

#### PAINTING

**45. Methods in Representation.** A study of proportion, structure, depth, and action. 1 lec. and 3 lab. (2) Mitchell.

**46. Methods in Representation.** Color variations in nature related to paint. 1 lec. and 3 lab. (2) Mitchell.

**51. Drawing.** Modern composition and drawing from the post-impressionist point of view, using different mediums. 2 lec. and 4 lab. (3) Willis.

**71. Sketching.** Quick sketches from life including action and still poses of figures and animals, out-of-door sketching, and contour drawing of objects used in commercial advertising. 1 lec. and 3 lab. Prereq., 11 or 31. Fee, \$2. (2) Morris.

**107. Water Color.** A study of current tendencies in painting. 1 lec. and 3 lab. Prereq., 12, 31 or 45 and 46, and 71. (2) Work.

**120. The Depth Problem.** Methodical practice with shadows, reflections, and color in depth. 1 lec. and 5 lab. Prereq., 45 and 46. (3) Mitchell.

**121. Representation.** Practice in methodical representation from still life and cast models in several mediums. 1 lec. and 5 lab. Prereq., 120. (3) Mitchell.

**128. Materials.** Source and nature of materials used by the painter. Prereq., 121. (2) Mitchell.

**141. Structure of Form.** Nature's forms studied both visually and anatomically under laboratory conditions. Methods of employing a knowledge of structure. Prereq., 128. (2) Mitchell.

**201. Principles of Modern Painting.** Foundations in the principles used by the post-impressionists. Problems developed in different media for ad-

vanced students. 2 lec. and 6 lab. Prereq., 11, 12 or 31, 51, and 102. (4) Willis.

**205-206. Painting.** Practical application of theories and methods of representation in color mediums. 1 lec. and 5 lab. Prereq., 141. (3) Mitchell.

**219-220. Advanced Water Color.** Painting of still-life and landscape composition with emphasis on creative design. 1 lec. and 3 lab. Prereq., 12 hrs. including 51 or 71, and 107. (2) Work.

**331. Pictorial Composition.** 6 lab. Prereq., 206 and permission. (3) Mitchell.

**336. Decorative Composition.** 6 lab. Prereq., 331. (3) Mitchell.

**393. Seminar in Painting.** Prereq., 331. (3-9) Mitchell.

**395. Thesis.** (4-8) The staff.

## PHILOSOPHY

**1. Problems of Religion.** Deals with some of the major religious and moral problems which perplex present-day youth. Problems chosen by the group are treated in lectures, readings, and class discussion. (1-3) Houf.

**2. Introduction to the Bible.** Considers the origins of its chief books, their nature and purpose, the background of the life and writings, a sketch of the main ideas, and some methods of Bible study. (1) Houf.

**3. Introduction to New Testament Thought.** The social and religious background and the development of the New Testament writings. Study of the teachings of Jesus and Paul and the other important types of New Testament thought. (3) Houf.

**4. Introduction to Old Testament Thought.** A study of the content and development of Hebrew thought, including early tradition, the ideals of the prophets, legal formalism, Jewish philosophizing, religious poetry, and the Messianic hope. (3) Houf.

**5. Principles of Reasoning.** An elementary course in the general conditions and principles of right thinking; the spirit, aims, and methods of investigation in the physical and social sciences. (2) Martin.

**7. Elementary Ethics.** The biological and social influences which affect behavior. Introduction to an ethical philosophy of life. Ample time is devoted to a consideration of contemporary personal and social problems. (2) Houf.

**101. General Ethics.** The origin and development of moral ideas, the historical ethical theories, and a constructive moral philosophy. Class discussion of the chief personal and social problems of current life. (3) Houf.

**103. Introduction to Philosophy.** An introductory study of the underlying principles of the sciences, morals, religion, and art in order to acquaint the student with philosophical conceptions as they appear in general literature. (3) Gamertsfelder.

**105. Brief Introduction to Philosophy.** An abbreviation of course 103 for students who desire an acquaintance with philosophy. Not open to students who have had course 103. (2) Martin.

**107. The World's Great Religions.** A historical and comparative treatment of the origin, literature, beliefs, practices, and values of the living religions of the world. (2 or 3 as scheduled) Houf.

**109. Logic.** A study of the principles and methods of sound reflective thinking as applied in the special sciences, in oral or written exposition, and in argumentation generally. (3) Martin.

**111. Business and Professional Ethics.** The place of business and professional organizations in society; study of the ethical practices and standards in the business world and in such professions as teaching, law, medicine, and engineering. (2) Houf.

**113. American Philosophy.** The thought movements in American history with a view to explaining the philosophical background of our literature, social institutions, and national character. Prereq., 3 hrs. (2 or 3 as scheduled) Martin.

**116. The Great Thinkers of the Orient.** Study of some leaders of thought in ancient and modern India, China, and Japan, acquainting the student with the chief ideas in the culture and civilization of the East. (3) Houf.

**201. History of Ancient and Medieval Philosophy.** A historical introduction to the problems of philosophy emphasizing the relation of philosophical thought to the growth of the special sciences and the changes in civilization. Prereq., 6 hrs., or 3 hrs. and 6 hrs. in one social science, or 3 hrs. and 12 hrs. English. (3) Martin.

**202. History of Modern Philosophy.** The development of philosophy from Francis Bacon to Herbert Spencer, with a brief survey of the contemporary movements in philosophy. Prereq., same as 201. (3) Martin.

**204. Social Philosophy.** An inquiry into the nature and purposes of social institutions, with special reference to the family, education, economic activities, and the state. Emphasis is placed upon the problems of democracy. Prereq., 6 hrs., or 3 hrs. and 6 hrs. in one social science. (2) Houf.

**206. Contemporary Philosophy.** The reading and discussion of selections from representative philosophers of the present and recent past. Acquaintance is made with the leading schools and movements in present-day philosophy. Prereq., 6 hrs. (2) Martin.

**208. Philosophy of Science.** This course aims primarily to acquaint the student with science as an element of human culture. Prereq., 6 hrs., or 3 hrs. and 12 hrs. natural science. (2) Martin.

**209. Philosophy of Religion.** What religion is, its relation to other aspects of culture, Christianity and other religions, the existence and nature of God, prayer, the soul and immortality, skepticism and faith. Prereq., 6 hrs. (3) Houf, Martin.

**301. Minor Problems in Philosophy.** (Not offered in 1937-1938.) A critical study of the structure and content of selected types of philosophy, or an investigation of minor problems in the history of philosophy. Prereq., 15 hrs. (1-3 as scheduled).

**391. Seminar in Philosophy.** Especially assigned problems are treated or the writings of important philosophers are read and critically examined. Prereq., 15 hrs. (2-4) The staff.

**395. Thesis.** (4-8) The staff.

## PHYSICAL WELFARE

### MEN

**1-2. Sports.** The activities offered give the student a selection from the following sports: touch football, tennis, archery, basketball, tumbling, apparatus, fencing, volleyball, boxing and wrestling, handball, paddle tennis, softball, golf, fly and bait casting, and badminton. 3 hrs. a week. Fee, \$1. (1) Hughes and staff.

**9-10. Adapted Activities.** Students with postural defects or those whose work should be restricted are assigned to activities adapted to their special needs. 3 hrs. a week. Fee, \$1. Prereq., permission. (1) Trepp.

**22. Personal and Public Health.** The course provides students with a fundamental knowledge of the source of material and an appreciation of the means whereby the health of the individual and of the group may be improved. (3) Trepp.

**101-102. Sports.** Each semester students may elect two activities in which they are interested from the following group: tumbling and apparatus, handball, touch football, ping pong, cross country, boxing and wrestling, fencing, paddle tennis, volleyball, softball, horseshoe pitching, track and field, archery, fly and bait casting, golf, and tennis. 3 hrs. a week. Fee, \$1. Prereq., 2 or 10. (1) Hughes and staff.

**109-110. Adapted Activities.** For students whose activities must be limited. 3 hrs. a week. Fee, \$1. Prereq., permission. (1) Trepp.

**114. Appreciation of Sports.** An explanation of the four major sports to enable the average person to watch a game effectively and to learn the objectives of the coaches and players. Methods of training and conditioning. (2) Peden.

**121-122. Physical Activities.** Theory and practice in the following: touch football, soccer, speedball, basketball, handball, swimming, elementary tumbling, apparatus, and fencing. Methods and materials for teaching games, and fundamental training. The last twelve weeks of the course includes methods and practice in rhythmic activities. 5 hrs. a week. Fee, \$1. Prereq., 102 or 110. (2) Herbert, Trepp, and staff.

**123. Physical Activities.** The various techniques and procedures appropriate for the following activities: archery, golf, tennis, volleyball, and bad-

minton. Consideration is given to individual and group methods. 3 hrs. a week. Fee, \$1. Prereq., 122. (1) Herbert and staff.

124. **Physical Activities.** Study of formal physical activities. Various systems are reviewed. The development of personal proficiency in the teaching of formal work. The last six weeks of the course includes methods and practice in boxing and wrestling. 3 hrs. a week. Fee, \$1. Prereq., 123. (1) Herbert and staff.

125. **Scouting.** The theory and practice of scouting. The course consists of lectures, assigned readings, and reports. Students pursuing this course are assigned as assistants to one of the local scout troops. (1) Trepp.

127. **First Aid.** The treatment of emergencies and accidents in the home, on the street, in vocational pursuits, and on the athletic field. Emphasis on the teaching of safety in the schools. The American Red Cross First Aid Certificate is given to those who pass the required examination. (2) Herbert.

128. **Advanced Theory of Athletic Training.** This course covers the following subjects: safety in athletics, conditioning, treatment of major athletic injuries, physiotherapy. Prereq., 127 and Zoology 115. (2) Herbert.

133. **Theory and Practice of Adapted Activities.** The course includes the principles and methods of treatment of postural defects and other conditions, such as lack of coordination and development, which handicap the individual in his progress. (2) Trepp.

167d. **Coaching of Baseball.** See Ed. — Teaching Techniques.

167e. **Coaching of Basketball.** See Ed. — Teaching Techniques.

167f. **Coaching of Football.** See Ed. — Teaching Techniques.

167t. **Coaching of Track.** See Ed. — Teaching Techniques.

171. **Physical Activities.** Advanced practice in tumbling and apparatus. Some attention to pyramids, the physical education circus, and demonstration. An opportunity is given to the student to secure the American Red Cross Life Saving Certificate. 3 hrs. a week. Fee, \$1. Prereq., 122. (1) Hughes.

## MEN AND WOMEN

30. **Introduction to Physical Welfare.** Consideration is given the following: history, purpose, growth and development of health service, health instruction, recreation and athletics, health and physical welfare as a profession, curricula, personal qualifications, specialization and social relationships. (1) Bird, Hatcher.

152. **Kinesiology.** A course in applied anatomy dealing with the principal types of muscular exercises and their relation to the problems of bodily development, bodily efficiency, and the prevention and cure of certain defects and deformities. Prereq., Zoology 115. (2) Trepp.

153. **Nature and Function of Play.** Play programs for schools, recrea-

tion centers, playgrounds, and scouting. 1 lec. and 2 lab. Prereq., 6 hrs. (2) Bird.

167h. **Teaching of Health.** See Ed. — Teaching Techniques.

167p. **Teaching of Physical Welfare.** See Ed. — Teaching Techniques.

201. **Interpretations and Objectives.** The development of physical education in different nations and their contributions to our present day methods. The relationship of objectives of physical education to other phases of education. Prereq., 16 hrs. (3) Hatcher.

206. **Organization and Administration of Physical Welfare.** Physical and health education in elementary and secondary schools, normal schools, and colleges. Athletic management, intramural activities, interscholastic and intercollegiate athletics. Prereq., 16 hrs. (2) Bird.

209. **Physical Activities Tests.** A theoretical and practical study of available tests and measurements. Tests and measurements are analyzed to determine their place, use, and possibilities in the physical welfare program. Prereq., 10 hrs. (2) Nessley and staff.

249. **Community Recreation.** A course for leaders and those interested in guiding leisure time programs. Topics include: brief history of the play movement, programs and program making, general administration of playgrounds and community centers and activities. Prereq., 8 hrs. and 153. (2) Hughes and staff.

250. **Community Recreation.** A course including recreational crafts such as wood carving, clay modeling, leather craft, metal craft, rug weaving, etc. The various departments specializing in these crafts will furnish the instruction. Prereq., 249. (2) McLaughlin, Bird, Phillips, Mitchell.

252. **School Health Service.** The course is concerned with the health examination of the school child, morning health inspection, hospital and dispensary service, teacher-pupil relationship, sanitation of the school plant, etc. Prereq., 22 and 13 hrs. (3) Trepp.

351. **Health Problems.** A survey of the contents and relationship of the current problems in health education. An opportunity for the investigation of specific problems and for the study of techniques. Prereq., 15 hrs. (3) Trepp and staff.

352. **Problems in Physical Welfare.** Prereq., 15 hrs. (3) Bird and staff.

391. **Seminar in Physical Welfare.** For students who desire to pursue special research or investigation in physical welfare. Reviews of current literature and discussions of physical activities. Prereq., 15 hrs. (3) Bird and staff.

395. **Thesis.** (4-8) The staff.

## WOMEN

1-2. **Sports.** Activities are offered according to the season. Students

may choose from hockey, soccer, basketball, badminton, tennis, archery, volleyball, baseball, track and field. 3 hrs. a week. Fee, \$1. (1) The staff.

3-4. **Swimming.** Instruction in strokes and diving according to student's ability. 3 hrs. a week. Fee, \$1. (1) Spencer.

5. **Folk and National Dancing.** 3 hrs. a week. Fee, \$1. (1) Hatcher, LaTourrette.

6. **Elementary Clog and Tap Dancing.** 3 hrs. a week. Fee, \$1. (1) Hatcher, LaTourrette.

7-8. **Modern Dance.** Fundamentals of body and locomotor movement. A study of the elements of dance composition with opportunities for creative work. 3 hrs. a week. Fee, \$1. (1) Alexander.

9-10. **Adapted Activities.** For students with postural defects and students whose activities must be restricted. 3 hrs. a week. Fee, \$1. Prereq., permission. (1) Brown.

22. **Personal and Public Health.** A course aiming to give the student knowledge of public, personal, and sex hygiene. Not open to those who have had course 151. (3) Hatcher.

101-102. **Sports.** Activities are offered according to season. 3 hrs. a week. Fee, \$1. (1) Hatcher.

103-104. **Swimming.** Instruction in strokes and diving according to student's ability. 3 hrs. a week. Fee, \$1. (1) Spencer.

105, 106. **Tap Dance.** Tap dances of a skill level adapted to the group. 3 hrs. a week. Fee, \$1. Prereq., 6. (1) Alexander.

107-108. **Modern Dance.** Fundamentals of dance with a study of the elements of dance composition and opportunities for creative work. 3 hrs. a week. Fee, \$1. Not open to those who have had course 8. (1) Alexander.

109-110. **Adapted Activities.** For students whose activities must be restricted. 3 hrs. a week. Fee, \$1. Prereq., permission. (1) Brown.

111-112. **Advanced Swimming.** Includes instruction in all strokes, diving, life saving, and watermanship in general. 3 hrs. a week. Fee, \$1. Prereq., permission. (1) Spencer.

115-116. **Modern Dance, Advanced.** 3 hrs. a week. Fee, \$1. Prereq. 108. (1) Alexander.

121-122. **Physical Activities.** Team and individual sports technique, dancing, swimming, squad work in self-testing activities, track and field. Students are given achievement tests and assigned activities and credit according to test results. 3 hrs. a week. Fee, \$1. (1-3) The staff.

125. **The Essentials of Girl Scouting.** A general introduction to the girl scout program. A week-end is spent at the local camp to give practical experience in conducting hikes and in doing out-door cooking. Hobbies in

handicraft and in nature, and recreational games and activities are emphasized. (2) LaTourrette.

126. Scouting Practice. The course consists of actual participation as an assistant in one of the local troops. Prereq., 125. (1) LaTourrette.

127. First Aid. Consideration is given to theory and practice of first aid and massage. Some emphasis is placed upon the treatment of athletic injuries. Students are eligible to take the American Red Cross First Aid Instructor's examination. (2)

129, 130. Organization of Physical Activities. Theory and practice of activities suitable for the elementary schools. 1 lec. and 3 lab. Fee, \$1. (2) The staff.

131. Mass Games. Fee, \$1. (1) LaTourrette, Spencer.

133. Theory of Adapted Activities. Includes the diagnosis, treatment, and organization of work with postural and foot defects, scoliosis and other conditions corrected by exercise, as well as the theory of giving physical education to those unable to do the regular gymnasium work. Prereq., 152. (2) Brown.

134. Practice of Adapted Activities. A course in the practice of orthopedic work. Prereq., 133. (1)

136. Theory of Dance. A study of the history, theory, principles, and philosophy underlying dancing from primitive times. Particular emphasis is given to trends in the modern dance. Prereq., one semester of dance. (1) Alexander.

137, 138. Dance Problems. Problems adapted to the individual, an opportunity for creative work. Compositions constructed, analyzed, and discussed. Directed readings on dance and related arts and a survey and evaluation of present theory and practice. Prereq., 116 and permission. (1-2) Alexander.

139. Athletic Officiating. Theory and practice of officiating field hockey and basketball. (1) Hatcher, Alexander.

140. Athletic Officiating. Theory and practice of officiating volleyball, soccer, baseball, and track. (1) LaTourrette.

167a. Teaching of Coaching. See Ed. — Teaching Techniques.

167b. Teaching of Coaching. See Ed. — Teaching Techniques.

167s. Theory and Teaching of Swimming. See Ed. — Teaching Techniques.

171, 172. Organization of Physical Activities. Theory and practice of activities suitable for the junior and senior high schools. 1 lec. and 3 lab. Fee, \$1. Prereq., senior rank. (2) The staff.

175. A School Physical Welfare Program. (Summer session only.) A summer session substitute for courses 171 and 172. (2) Hatcher.

**177. Massage and Therapeutics.** An advanced course in the principles of massage and the practical application of these principles to athletic injuries, fractures, and paralysis. Prereq., 127. (2) Brown.

## PHYSICS

**1, 2. The Physical World.** The principles underlying nature's activities, their relation to man's needs and interests, and their application in the development of devices and conveniences in modern life. 2 lec. and 2 lab. are available for students in the University College who are required to have a laboratory science. 3 lec. for others. Fee, \$3. (3) Heil, Edwards, Cook.

**3, 4. Introduction to Physics.** Mechanics, heat, sound, electricity, magnetism, and light. Indicated for non-technical and pre-medic students. 3 lec. and 2 lab. Fee, \$4. (4) Heil, Edwards, Cook.

**113, 114. General Physics.** For engineers, majors in physics and in chemistry, and for students in technical science. 3 lec. and 2 lab. Fee, \$4. Prereq., Mathematics 6 and Chemistry 4. (4) McClure, Edwards, Cook.

**168p. Teaching of Physics.** See Ed. — Teaching Techniques.

**211. Physical Optics.** Designed to develop the theory of those phenomena of light which are characteristic of waves. The exact relations between refraction and wave length. The design of achromatic lenses. Diffraction phenomena of single and of many slits. Prereq., 113, 114, and Mathematics 118. (3) Heil.

**219-220. Electricity and Magnetism.** An advanced course including also electrochemical properties of various substances, the calculation of magnetic fields by integration methods, a study of transient currents through inductive and capacitive circuits. Prereq., 113, 114, and Mathematics 118. (3) Heil.

**223-224. Ions, Electrons, and Ionizing Radiations.** Some of the topics are: properties of gaseous ions, the charge of an ion, ionization by collision, cathode rays, emission of electricity from hot bodies, X-rays, radium and its products, the electron theory of matter. Prereq., 113, 114, and Mathematics 118. (3) McClure.

**225, 226. Advanced Physics Laboratory.** Prereq., 113, 114, and Mathematics 118. The staff.

- a. **Mechanics and Heat.** Determination of "g" with physical pendulum, with Kater's pendulum; torsional hysteresis, elastic curves, determination of coefficient of viscosity, surface tension; thermocouples, heat content of a gas; use of the optical pyrometer. Fee, \$3. (3)
- b. **Electricity and Magnetism.** Calibration of a galvanometer, Raleigh potentiometer, dielectric constants, study of ballistic galvanometer, transients, magnetic hysteresis, use of the oscillograph. Fee, \$3. (3)
- c. **Advanced Optics.** Determination of refractive indices with the spectrometer and refractometer, measurement of wave length with the

grating, use of the interferometer and the polarimeter, spectrum analysis. Fee, \$3. (3)

d. **Electronic Physics.** Theory and use of the electrometer, the electro-scope for the comparison of radio-activities, the three-electrode tube, verification of Richardson's equation, the Tungar rectifier, conductivity of flames, determination of the charge of the electron, Laue and powder methods for the determination of crystal structure. Fee, \$1 for each credit hour. (1-3) Heil.

**239-240. General Thermodynamics.** Prereq., 113, 114, and Mathematics 118. (3) McClure.

**249, 250. Introduction to Modern Physics.** Some topics are: elementary quantum of electricity, corpuscular radiations, elementary quantum action, spectra of hydrogen and ionized helium, X-ray spectra, optical spectra, and molecular spectra. Prereq., Mathematics 118. (2) McClure.

**253-254. Advanced Sound.** The fundamentals of sound theory, beginning with a study of vibratory motion in strings, rods, plates, and pipes; analysis of sound, transmission theory of sound, measurement of sound intensity, interference patterns, and stationary waves. Prereq., 113, 114, and Mathematics 118. (2) Green.

**271-272. Physics of the Air.** An advanced technical study of the mechanics and thermodynamics of the atmosphere, atmospheric electricity and auroras, meteorological acoustics, atmospheric optics. Prereq., 113, 114, and Mathematics 118. (3) McClure.

**305-306. Theoretical Physics.** Advanced dynamics, Lagrange's equations, Hamilton's principle, canonical equations, Hamiltonian-Jacobi equation, hydrodynamics, thermodynamics, statistical mechanics, kinetic theory. Prereq., 225, 226, and Mathematics 215. (3) Heil.

**311-312. Advanced Atomic Structure and Theory of Quanta.** Elementary constituents of the atom, hydrogenic atoms and their spectra, general theorems of optical spectra, old quantum theory, X-ray and molecular spectra. Prereq., 225 and 226. (3) Heil.

**381. Research in Physics.** Prereq., 225 and 226. Fee, \$1 for each credit hour. (1-4) The staff.

**391. Seminar in Physics.** Prereq., 15 hrs. (1) The staff.

**395. Thesis.** (4-6) The staff.

## PSYCHOLOGY

**1. General Psychology.** An elementary, scientific study of the most significant facts and principles of mental life. Lectures, class demonstrations, discussions. Fee, \$1. (3) The staff.

**2. General Psychology.** Emphasis upon the main problems of psychology, giving the points of view of the different schools. Many fields of psychology are rapidly surveyed. Prereq., 1. (3) Scott.

**3. Child Psychology.** Topics considered: sensory life of child, emotions, curiosity, imagination, memory, imitation, language, art, moral and religious development. Prereq., 1. (3) Porter.

**4. Business Psychology.** A survey of general psychological principles essential for effective adjustment of the individual in business and industry. Prereq., 1. (3) Paulsen.

**5. Educational Psychology.** The nature and rate of the learning process. The influence upon learning efficiency of such factors as heredity and environment, maturation, emotion, motivation, etc. 2 lec. and 2 lab. Fee, \$1. Prereq., 1. (3) Lehman, Anderson, Patrick, Gentry, Paulsen.

**6. The Psychology of Advertising and Selling.** Prereq., 1. (3) Anderson.

**8. Introduction to Applied Psychology.** The application of psychological knowledge to everyday life situations. Prereq., 1. (3) Scott, Paulsen.

**10. Introduction to Psychology of Personality.** The elementary facts and principles of personality; its measurement by modern methods and the practical application of these measurements particularly to the problems of the student. Prereq., 1. (3) Porter.

**109. Experimental Psychology.** Training in the scientific methods and tools of modern experimental psychology. Individual reports of experiments in the following fields: sensory processes, individual differences, learning, memory, etc. 2 lec. and 4 lab. Fee, \$3. Prereq., 1. (3) Paulsen.

**113. Psychology of Junior and Senior High School Pupils.** A study of the contributions to adolescent personality of physical growth, glandular changes, and emotions; interests, religious experience, and maladjustments are also considered. Prereq., 1. (2) Gentry.

**116. Psychology of Individual Differences.** The extent and the nature of individual differences, the influence thereupon of such factors as heredity, environment, race, nationality, age, and sex. Miscellaneous applications are also considered. Prereq., 1. (3) Lehman.

**201. Advanced Experimental Psychology.** Research on a topic selected by the student. Fee, \$3. Prereq., 1, 109, and 3 hrs. additional. (3) Paulsen.

**203. Mental Measurements.** The administration, methods, and results of individual and group intelligence tests. 2 lec. and 1 lab. Fee, \$1. Prereq., 6 hrs. (3) Porter, Anderson, Paulsen.

**204. Psychology of Exceptional Children.** The growth and development of non-typical children with special reference to the nature, the cause of, and the possibility of remedial treatment. Speech disorders, left-handedness, deafness, blindness, delinquency, psychopathy, special talents and defects, and other characteristics of extreme deviates are considered. Prereq., 8 hrs. (3) Lehman.

**205. Clinical Psychology.** Lectures, discussions, and observations of

selected cases. Survey of methods in clinical diagnosis of problem children and adults. Prereq., 9 hrs. including 208. (3) Gentry.

207. Comparative and Genetic Psychology. Behavior of lower and higher organisms leading up to man is considered. A comparative-genetic-psycho-biological approach is maintained. 2 lec. and 2 lab. Fee, \$3. Prereq., 8 hrs., or 6 hrs. and 6 hrs. zoology. (3) Patrick.

209. Motivation. The dynamics of animal and human behavior: a study of drives, desires, wishes, incentives, etc. Prereq., 8 hrs., or 6 hrs. and 6 hrs. zoology. (3) Patrick.

210. Mental Hygiene. The course aims to evaluate and synthesize information bearing upon mental health from the following fields: psychology, psychiatry, physiology, medicine, and sociology. Prereq., 8 hrs., or 6 hrs. and 6 hrs. sociology. (3) Patrick.

212. Abnormal Psychology and Mental Hygiene. Considers man's mental deviations from the normal; the theory, application, and limitations of psycho-analysis; methods of studying abnormal mental processes. Clinics at hospitals. 2 lec. and 1 lab. Fee, \$1. Prereq., 8 hrs., or 6 hrs. and 6 hrs. zoology. (3) Porter.

214. Psychology of Religion. Prereq., 12 hrs., or 6 hrs. and 6 hrs. philosophy. (2) Anderson.

215. Social Psychology. An introductory study of the social-mental relations between individuals, significance of instincts, habit formation, and reflection in human social life. Methods of investigating social behavior. Prereq., 6 hrs. (3) Porter.

217. The Psychology of Personality. Influence of home and school on training and development of children's personality; also adult personality in business and social life. Prereq., 8 hrs. (3) Porter.

219. Advanced Clinical Psychology. Etiology of behavior disturbances. Symptomatic approach to clinical diagnosis emphasized. Prereq., 12 hrs. including 205. (3) Gentry.

220. The Psychology of Personnel. The study and solution of significant human problems in modern industrial, commercial, and educational institutions. To train students for positions as personnel workers. Prereq., 8 hrs. (2) Porter.

225. Minor Problems. Training in the scientific study of some problem of special interest to the student. Relatively independent work emphasized. Prereq., 8 hrs. and permission. (1-3) The staff.

233. Learning and Memory. Lectures and readings attempting to systematize the experimental and theoretical work in this field. Prereq., 8 hrs. (2) Anderson.

235. History of Psychology. The evolution of methods and concepts of psychology with emphasis on more recent trends. Prereq., 8 hrs. (2) Scott.

237. **Feelings, Emotions, and Aesthetics.** An analysis of studies of the feelings, emotions, and sentiments, and the role they play in aesthetic appreciation, particularly music and art. Prereq., 6 hrs. (2) Patrick.

241. **Current Psychological Literature.** An attempt to acquaint the student with the leading psychological journals, recent books, and their current contribution. Prereq., 9 hrs. (2) Porter.

291. **Seminar in Psychology.** Reports on recent books and articles. Method of investigation and statistical treatment emphasized. Prereq., 12 hrs. (2) Porter.

302. **Advanced Mental Measurements.** Special emphasis on use of performance and special tests. Clinical and diagnostic significance of special tests and of test items within the Stanford-Binet. 1 lec. and 1 lab. Fee, \$1. Prereq., 15 hrs. (2) Anderson.

309. **Advanced Educational Psychology.** Considers the neurological and physiological basis of learning, the factors influencing speed and permanence, the influences detrimental to learning, retention and recall, the relationship of physical and mental traits. Prereq., 12 hrs. and 6 hrs. zoology. (3) Lehman.

381. **Research in Psychology.** Prereq., 15 hrs. and permission. (1-3) The staff.

391. **Advanced Seminar in Psychology.** Trends and methods in psychology are critically reviewed. Cooperative investigations, findings of many studies coordinated with the student's own findings. Prereq., 15 hrs. and permission. (2) The staff.

395. **Thesis.** (4-8) The staff.

## ROMANCE LANGUAGES

### FRENCH

1-2. **Beginning French.** The essentials of grammar, drill in pronunciation, conversation, and reading. (4) The staff.

101-102. **Intermediate French.** A review of grammar, composition, and the reading of a variety of short stories, novels, and plays from modern French literature. Prereq., 2 or 2 yrs. high school French. (4) The staff.

119, 120. **French Civilization.** A study of the geography, history, life, current events, customs, government, education, science, press, art, and music of France. Readings in French and discussions in English. (2) Noss.

123, 124. **French Conversation.** The course affords an opportunity to acquire facility in the use of spoken French. The work is based in part on a text dealing with French life and on French periodicals. It is recommended that the course be taken with one of the literature courses. Prereq., 102 or 3 yrs. high school French. (1) Noss.

165f. **Teaching of French.** See Ed. — Teaching Techniques.

165 o.p. Teaching of French and Advanced French Grammar. See Ed.—Teaching Techniques.

201, 202. Survey of French Literature. Lectures, readings, and reports affording a general view of the subject from the beginning to the present time. Lectures are given in French with regular class tests in English. Special topics for investigation by advanced students. Prereq., 102. (1-4) Wilkinson.

211, 212. Seventeenth Century Drama. A study of the comedies of Moliere and the tragedies of Corneille and Racine. Prereq., 102. (3) Noss.

215. French Phonetics. (1938-1939) A study of French pronunciation with the help of international phonetic symbols. Analysis of French sounds and their formation, principles of syllabication, stress, quantity, linking, and intonation. Elements of diction. Extensive use of phonograph records. Prereq., 102. (2) Noss.

219, 220. French Romanticism. (1938-1939) A study of the development of lyric poetry, the novel, and the drama during the first half of the nineteenth century. Prereq., 6 hrs. beyond 102. (2) Noss.

225. Old French Literature. (1939-1940) A study of French literature to the end of the fifteenth century. A modern French translation accompanies the Old French in the text used. No previous knowledge of Old French is required. Prereq., 6 hrs. beyond 102. (2) Noss.

228. Sixteenth Century French Literature. (1939-1940) A history of the development of French thought during the Renaissance as seen in the works of Rabelais, Calvin, the Pleiade, Montaigne, and others. Prereq., 6 hrs. beyond 102. (2) Noss.

231, 232. Seventeenth Century French Literature. (1939-1940) A study of seventeenth century literature, with the exception of the drama. Selected readings from Malherbe, Descartes, Pascal, La Fontaine, Mme. de Sevigne, Boileau, Mme. de La Fayette, La Rochefoucauld, La Bruyere, and Fenelon. Prereq., 102. (2 or 3 as scheduled) Noss.

235. Eighteenth Century French Literature. A study of the works of the chief dramatists of this period, including Lesage, Voltaire, Marivaux, Diderot, Sedaine, and Beaumarchais. Prereq., 6 hrs. beyond 102. (2) Noss. Renkenberger.

236. Eighteenth Century French Literature. A study of the literature of this period exclusive of the drama. Works of Montesquieu, Diderot, Voltaire, Rousseau, and Chenier are read. Prereq., 6 hrs. beyond 102. (2) Renkenberger.

239-240. Nineteenth Century French Drama. (Not offered in 1937-1938.) History of the French drama beginning with the pre-romantic movement and continuing to the present. Lectures in French with regular class tests in English. Special topics for investigation by advanced students. Collateral readings and reports. Prereq., 102. (1-4 as scheduled) Wilkinson.

243, 244. **Advanced French Composition.** (Not offered in 1937-1938.) Includes drill in pronunciation. Prereq., 102. (1-2 as scheduled) Wilkinson.

250, 251. **Modern French Fiction.** (1938-1939) A reading course on the novel from 1880 to the present. The ability to understand and use spoken French with ease is not required. Prereq., 102. (3) Noss, Leete.

271. **Advanced French.** Specialized courses conducted in French designed to meet the special interests of advanced students. Prereq., 14 hrs. beyond 102. (1-3) Noss.

- b. Boileau
- d. Modern French Drama
- m. Moliere
- n. Modern French Novel
- po. Nineteenth Century Poetry
- pr. Seventeenth Century Prose
- r. Racine
- s. Mme. de Sevigne

281. **Research in French Language and Literature.** A course designed to promote independent work in the study of special linguistic and literary problems. Prereq., 14 hrs. beyond 102 and permission. (1-4 each semester) The staff.

321-322. **Romance Philology (Old French).** See Romance Philology.

325-326. **Romance Philology (Southern French and Catalan).** See Romance Philology.

395. **Thesis.** (4-8) The staff.

## ITALIAN

1-2. **Beginning Italian.** Pronunciation, the fundamental principles of Italian grammar, and practice in the use of the language. (1-5 as scheduled) Wilkinson, Ondis.

101-102. **Intermediate Italian.** A course for reviewing grammar, studying idioms, and reading freely in modern Italian literature with some emphasis on diction and conversation; also a systematic study of the verb. Prereq., 2 or 2 yrs. high school Italian. (1-4 as scheduled) Wilkinson, Ondis.

201, 202. **Survey of Italian Literature.** Brief outline of the history of Italian literature given in English or in Italian according to the nature and preparation of the class. Prereq., 102. (1-3 as scheduled) Wilkinson, Ondis.

207, 208. **Supplementary Readings in Italian Literature.** To be taken in addition to or independently of courses 201, 202. Reading assigned, supervised, and discussed by instructor, with periodic conferences. Prereq., 102. (1-2) Wilkinson, Ondis.

209, 210. **Italian Composition.** An advanced course. Prereq., 102. (1-2) Wilkinson, Ondis.

251. Advanced Italian. Advanced work in language and literature, with special instruction of a technical character in Italian. Individual work done under the guidance of instructors. Prereq., 20 hrs. (1-4) Wilkinson, Ondis. The offerings are as follows:

- a. General introduction to the study of the literature of the thirteenth century, including the chief philological principles involved in the formation of Old Italian.
- b. The fourteenth century, including special study of Dante, Petrarch, or Boccaccio.
- c. The Renaissance in Italy.
- d. Il Seicentismo. Decadence and affectation in Italian letters, with consideration of analogous movements in other modern literatures.
- e. The eighteenth century, including Goldoni and Alfieri.
- f. The nineteenth century. Romanticism and the Risorgimento.
- g. Contemporary Italian literature.
- h. Storia dell' Italia Moderna.

331-332. Romance Philology (Old Italian). See Romance Philology.

395. Thesis. (4-8) The staff.

#### ROMANCE PHILOLOGY

1. Pronunciation of Romance Languages. Pronunciation of French, Italian, and Spanish. No previous knowledge of the languages is required or presupposed. (1) Wilkinson.

225-226. General Romance Linguistics. Introduction to comparative philology. A study of Vulgar Latin forms in connection with the general philology of French, Italian, Portuguese, and Spanish. Correct pronunciation of the modern languages is stressed. Prereq., 102 in French, Italian, or Spanish, and 2 in another Romance language or 102 in Latin. (1) Wilkinson.

321-322. Romance Philology (Old French). Phonology and morphology for thorough preparation of necessary linguistic background, with readings from the most ancient literary monuments in French. Prereq., 16 hrs. in French and 16 hrs. in another Romance language or in Latin; 226 is advised but not required. (2) The staff.

325-326. Romance Philology (Old Provencal — Southern French and Catalan). Phonology and morphology for thorough preparation of necessary linguistic background, with readings from the most ancient literary monuments in Provencal. Prereq., 16 hrs. in each of two Romance languages or in one Romance language and Latin; 226 is advised but not required. (2) The staff.

331-332. Romance Philology (Old Italian). Phonology and morphology for thorough preparation of necessary linguistic background, with readings from the most ancient literary monuments in Italian. Prereq., 16 hrs. in Italian and 16 hrs. in another Romance language or in Latin; 226 is advised but not required. (2) The staff.

**341-342. Romance Philology (Old Spanish and Portuguese).** Phonology and morphology for thorough preparation of necessary linguistic background, with readings from the most ancient literary monuments in Spanish and Portuguese. Prereq., 16 hrs. in Spanish and 16 hrs. in another Romance language or Latin; 226 is advised but not required. (2) The staff.

**391. Seminar in Romance Philology.** Prereq., 226, 102 in two of the three Romance languages, and 2 in the third. (2) The staff.

**395. Thesis.** (4) The staff.

#### SPANISH

**1-2. Beginning Spanish.** Introduction to the rudiments of Spanish grammar. Reading and practice in conversation. (4) The staff.

**101-102. Intermediate Spanish.** Review of grammar, study of idioms, composition, conversation, varied reading in modern literature. Prereq., 2 or 2 yrs. high school Spanish. (4) The staff.

**103. Spanish Culture and Civilization.** The history, literature, and cultural development of Spain. The course is conducted in English. (1) Whitehouse.

**112, 113. Spanish Composition and Conversation.** Prereq., 102 or permission. (2) Whitehouse, Ondis.

**165s. Teaching of Spanish.** See Ed. — Teaching Techniques.

**201, 202. Survey of Spanish Literature.** (Not offered in 1937-1938.) Historic and literary study of Spain from the middle ages to the present time. Prereq., 102. (3) Whitehouse, Ondis.

**207. The Golden Age.** (Not offered in 1937-1938.) Historic and literary study of the sixteenth and seventeenth centuries. Works of the leading dramatists, as Lope de Vega, Calderon, Tirso de Molina, etc., and some prose, except Cervantes, are read. Prereq., 102. (2-3) Whitehouse, Ondis.

**208. Cervantes.** The chief works of Cervantes are studied, with particular attention to the *Novelas Ejemplares* and the *Quijote*. Prereq., 102. (3) Whitehouse, Ondis.

**209, 210. Old Spanish.** Readings in Spanish literature prior to the fifteenth century. The *Poema del Cid* is read and studied with attention given to the development of the Spanish language. Prereq., 102. (1) The staff.

**211. Spanish American Literature.** (Not offered in 1937-1938.) Important literary productions of the chief Spanish American countries are read. The Modernista movement is studied in its greatest exponent, Ruben Dario. Prereq., 102. (2-3) Whitehouse, Ondis.

**212. Nineteenth Century Spanish Literature.** Prereq., 102. (2) Whitehouse, Ondis.

**213. Contemporary Spanish Literature.** Prereq., 102. (2) Whitehouse, Ondis.

217. History of Spain. (Not offered in 1937-1938.) Prereq., 102. (1) Whitehouse, Ondis.

251. Advanced Spanish. Prereq., 20 hrs. (1-4) Whitehouse, Ondis.

- a. Early period. The Epic and Chronicles.
- b. Early prose and poetry. Don Juan Manuel and the Arcipreste de Hita.
- c. The Romancero. The Romances of Chivalry and the realistic novel.
- d. Sixteenth century. The mystics. Three types of novel: moorish, pastoral, and picaresque.
- e. Seventeenth century. The works of Cervantes, except the *Quijote*, and the chief dramatists.
- f. Development of the theatre in the seventeenth century.
- g. Recent developments in Spanish literature: novel, drama, and essay.
- h. Benito Perez Galdos. Novels.

291. Seminar in Spanish. (Not offered in 1937-1938.) Prereq., 102. (2) Whitehouse, Ondis.

341-342. Romance Philology (Old Spanish and Portuguese). See Romance Philology.

395. Thesis. (4-8) The staff.

ROMANCE PHILOLOGY  
(See Romance Languages)

SECRETARIAL STUDIES  
(See Commerce)

SOCIOLOGY

1. Social Development. The nature and types of social unity; the means, the forms, and the areas of social experience, and the development, diffusion and transmission of culture. (3) Ash.

Note—It is recommended that this course precede or follow Economics 1, Economic Development, thus giving University College students a one year introductory course in social science.

3. Educational Sociology. Education as a social process. The pupil as a person and a member of various groups. The sociological aspects of the curriculum, classroom organization, and teaching. The school in its relation to the community. (2) Jeddelloh.

5. Rural Sociology. The composition of rural population, the rural family and standards of living, and an analysis of rural institutions. The fundamental differences between rural and urban groups, and the major rural social processes. (2) Taylor.

6. Rural Life Movement. A general review of the various movements and agencies which tend to improve rural life: Grange, Farm Bureau Federation, American Country Life Association, and 4H Clubs. Programs for the improvement of rural society. (2) Taylor.

**101. Principles of Sociology.** The basic facts and principles of human society, of the factors and forces which condition social life, and of the major concepts and techniques employed in sociological investigation and interpretation. (3) Taylor.

**103. Social Problems.** A study of major social problems as forms of disorganization of personalities, of social institutions, and of communities as these are influenced by various factors, particularly social change. Prereq., 101. (3) Jeddelloh.

**101. Community Organization.** Community life from primitive times to the present. Selected rural and urban communities studied. The place, problems, and possibilities of the community in modern social life. Prereq., 6 hrs. social science including 6. (2) Taylor.

**105. Migration and Race Relations.** (1938-1939) Racial groups in historic and contemporary society. The migrations of peoples, the problems of immigration in the United States, the effects of restricted immigration, the behavior and social status of minority groups in the United States. (3) Jeddelloh.

**109. Social Control.** (1938-1939) A critical comparison and evaluation of the methods by which society maintains its ascendancy over the individual, creates standards of value and conduct, and unites various types and classes of people into one social body. Prereq., 6 hrs. (3) Ash.

**110. The Psychological Factor in Human Society.** The psychological conditioning of human behavior in social and cultural situations, the psychology of social institutions, the collective behavior of masses, crowds, organized groups, and the factors in specific social problems. Prereq., 6 hrs. (3) Taylor.

**122. Development of Western Civilization.** (1938-1939) The civilizations of the Hebrews, Egyptians, Greeks, and Romans with special emphasis on those elements in their culture which have been incorporated in modern western civilization. A critical study of the processes and experiences of the peoples of medieval Europe in building a composite culture. Prereq., 6 hrs. and 6 hrs. European history. (3) Ash.

**125. Cultural Anthropology.** A study of primitive people and their institutions in prehistoric and modern times for the purpose of recognizing universal human traits and the backgrounds of modern civilization. Prereq., 6 hrs. social science. (3) Taylor.

**134. Population Problems.** (1938-1939) Population studied from the standpoint of numbers and quality in the United States and other sections of the world. Differential fertility, birth control, eugenics, and other problems of population are treated. Prereq., 6 hrs. (3) Taylor.

**138. Urban Sociology.** (1938-1939) Cities as dynamic mechanisms in modern culture. A brief survey of historical types of cities and their structures. The contemporary city. The emerging theories, programs, and experiments of city and regional planning. Prereq., 6 hrs. (3) Jeddelloh.

**141. Criminology and Penology.** The course surveys general facts with respect to crime, the criminal, and his treatment by society. Particular attention is paid to measures and theories which point in the direction of a scientific criminology. Prereq., 6 hrs. and 3 hrs. government. (3) Jeddelloh.

**169s. Teaching of Social Science.** See Ed. — Teaching Techniques.

**201. Industrial Sociology.** The course interprets and evaluates the theories and principles which underlie the present organization of business. The major emphasis is placed upon the social consequences of the mechanical interdependence of people and of an economy of scarcity. Prereq., 6 hrs. and 3 hrs. economics. (3) Ash.

**204. Sociology of Recreation.** The development of recreation under varying social conditions with special emphasis on the fundamental patterns of recreational activity. The psycho-sociological effect of an industrial civilization. The commercialization of recreation and its social effects. Modern community programs. Prereq., 9 hrs. (3) Jeddelloh.

**207. Sociology of Religion.** The origins of religion and of primitive religious practices, the rise of institutional religions, and the ramifications of religion in modern social life. Prereq., 6 hrs. (3) Ash.

**208. The Family.** A historical study of human marriage and of the different types and forms of family life at different times and among different peoples, followed by a consideration of forces and influences affecting the stability of the modern family. Prereq., 9 hrs., or 6 hrs. and 3 hrs. economics. (3) Ash.

**210. Social Theory.** The sociological ideas of Auguste Comte and Herbert Spencer. The leading contributions of sociologists both abroad and in the United States down to the present. Prereq., 6 hrs. (3) Taylor.

**221. Contemporary Social Movements.** The better known utopian and socialistic philosophies. The two significant social experiments of the present time; viz., communism and fascism. The more recent proposals for achieving a planned and controlled social order. Prereq., 6 hrs. (3) Taylor.

**222. Juvenile Delinquency.** Causative factors in juvenile delinquency, characteristics of delinquents, community control of delinquency, juvenile court procedure, probation, and correctional training in institutions. Field contact and the handling of realistic data. Prereq., 9 hrs. including 141. (3) Jeddelloh.

**223. Poverty and Economic Insecurity.** Poverty and economic insecurity with emphasis on measures of treatment and prevention. Social insurance and recent legislation for social security in the United States. Prereq., 9 hrs. (3) Shannon.

**224. Child Welfare.** Conditions, problems, programs, and agencies of child welfare, and the more important techniques of study, protection, and reconstruction of maladjusted children. Child welfare problems in Ohio and the findings of the White House Conference receive special consideration. Prereq., 9 hrs., or 6 hrs. and 3 hrs. psychology. (3) Shannon.

**235. Systems of Public Welfare.** Programs for the protection and care of socially, physically, and mentally handicapped as expressed in legislation and in work of public departments of cities, counties, and states. Attention is given to changing functions of governmental departments and to the development of preventive and constructive services. Prereq., 6 hrs. (3) Shannon.

**236. Propaganda.** Methods and technique of propaganda, its legitimate uses and its abuses, its relation to such social phenomena as stereotypes, sentiments, public opinion, social attitudes, and mass convictions. Prereq., 9 hrs. (3) Ash.

**238. Social Dynamics.** Contemporary theories of social change, of the analysis and measurement of social trends, the causal interrelation between the scientific-technological culture traits and social institutions, and the possibility of social planning. Prereq., 9 hrs. (3) Jeddelloh.

**239-240. Social Service.** Social case work. Problems of individuals and families in their social relationships. Course 240 emphasizes family social work and social case work with children. 5 to 7 hours a week in field work in social agencies of the county. Fee, \$5. Prereq., 9 hrs. (5) Shannon.

**253. Institutional Social Service.** (Summer session only.) Internship in correctional institutions and institutions for the care of children. The course includes training in staff duties at the institution under the immediate supervision of the institutional staff. Prereq., 12 hrs. (5) Jeddelloh.

**255. Internship Training in Juvenile Courts.** The course includes regular full time staff duties in juvenile courts under controlled conditions supplemented by additional training by officers of the courts and members of the department. Prereq., 12 hrs. (6) Jeddelloh.

**381. Technique and Methodology of Social Investigation.** Analytic study of representative examples of recent sociological research and application of the experience gained to the investigation of social problems of limited compass. Prereq., 12 hrs. (2-3) The staff.

**391. Seminar in Sociology.** Prereq., 15 hrs. (2-3) The staff.

**395. Thesis.** (4-8) The staff.

**SPANISH**  
(See Romance Languages)

**SPEECH**  
(See Dramatic Art)

**STATISTICS**  
(See Commerce, Education, and Mathematics)

## SUPERVISION AND GUIDANCE OF STUDENT LIFE

**391. Seminar in Student Life.** A study of the management and direction of women's dormitory units: personality and health adjustments, the objectives and philosophy of extra-class activities, orientation of freshmen to college life. The relationship between the academic and the social life of students forms the basis of discussion and reports. Problems are discussed from the standpoint of the psychological, sociological, and academic bearings on student life. Prereq., 18 hrs. social sciences. (2-6) Voigt.

**395. Thesis.** An original research problem immediately related to the field of administration and counselling constitutes the basis of the thesis. (4-6) Voigt.

**A Short Course for Deans of Women and Advisers of Girls.** This course will be offered from June 17 to July 1 inclusive, without credit.

The course is designed particularly for those who are engaged in the work of advising and counselling, as well as those seeking to know more about the field before making a final decision relative to entering it. The course consists of seminars, lectures, round tables, forums, and social hours. Four hours daily is spent in classroom work. Minor research problems are carried on in closely related fields of interest; and in so far as time permits, a survey is made of literature and studies in the field of guidance. The course is directed by the dean of women. Lecturers are chosen from the fields of philosophy, education, psychology, and sociology. Much pleasure and value is derived from the housing arrangement by which the group lives together as a unit for the period of the course. Board and room for the period amounts to \$14. An incidental fee of \$2.75 insures an adequate mimeographed report of the entire series of lectures and discussions. No credit. Voigt.

Inquiries and reservations should be addressed to Dean Irma E. Voigt, Athens, Ohio.

## ZOOLOGY

**1-2. General Biology.** A broad survey of biological principles. Topics considered are: physiology and structure of animals and plants, study of selected types illustrating the principles governing the evolution of organisms and society, distribution of animals and plants and their adjustment to their surroundings, doctrine of evolution, principles of heredity. 2 lec. and 2 lab. Fee, \$3. (3) Krecker, Miller.

**3-4. General Zoology.** An introductory course in zoology. Topics considered are: the organization and functions of a typical animal; review of the animal kingdom including reference to economic importance, habits, and life history; the relation of animals to their environment; the doctrine of evolution; and the principles of heredity. 2 lec. and 2 lab. Fee, \$3. (3) Krecker, Frey, Stehr, Miller.

**103. Readings in Biology.** A course for students interested in advances in biological fact and thought, especially as applied to the field of human affairs. Fee, \$1. Prereq., 2 or high school biology. (1) Krecker.

**107. Principles of Heredity.** An introduction to heredity. Fundamental principles and mechanism of heredity and a review of what is known regarding heredity in man. Consideration of practical applications to heredity in social welfare, public affairs, and race betterment. Prereq., 2 or 4. (3) Krecker.

**110. Organic Evolution.** A consideration of the evidence for evolution and the factors involved in the process, theories of the method of evolution, and the history of the evolutionary conception bearing upon human civilization. Prereq., 2 or 4. (3) Miller.

**112. Comparative Vertebrate Anatomy.** A comparative study of the skeleton and organ systems of selected vertebrates such as the shark, frog, turtle, and mammal. 2 lec. and 4 lab. Fee, \$4. Prereq., 4. (4) Elliott.

**115. Elements of Anatomy.** A study of the anatomy of a mammal illustrated by the dissection of a cat. Attention is given chiefly to the skeleton, muscles, and viscera. For physical welfare students and majors in zoology with the exception of pre-medical students. 2 lec. and 2 lab. Fee, \$3. Prereq., 2 or 4. (3) Elliott.

**119. General Entomology.** A study of the structure, habits, and life histories of insects, with practice in collecting, mounting, and identification. 2 lec. and 4 lab. Fee, \$4. Prereq., 2 or 4. (4) Stehr.

**125. Elementary Physiology.** A course in human physiology which considers the general physiological principles of irritability, muscle and nerve physiology, blood, circulation, respiration, digestion, nutrition, excretion, central nervous system, special senses, reproduction, and the endocrine glands. 2 lec. and 4 lab. Fee, \$4. Prereq., 2 or 4, and a knowledge of chemistry is desirable. (4) Rowles.

**128. Histology.** A study of tissues illustrated by vertebrate material to acquaint the student with the finer structure of the skeletal, muscular, digestive, circulatory, respiratory, urinary, reproductive, and nervous systems. 2 lec. and 4 lab. Fee, \$4. Prereq., 112 or 115. (4) Elliott.

**133. Animal Microtechnic.** The principles and methods of preparing animal material for microscopic study. Practice in fixing, embedding, sectioning, staining, and mounting tissues. Principles of the microscope and its accessories. 1 lec. and 6 lab. Fee, \$3. Prereq., 2 or 4. (3) Elliott.

**135. Principles of Physiology.** Fundamental principles of the activity of living things, the physical-chemical composition of living material, the functions of cell components, properties of solutions, membrane phenomena, amoeboid and ciliary movement, muscle and nerve, enzymes, secretions, and biological media. 2 lec. and 6 lab. Fee, \$4. Prereq., 112 or 115, and chemistry 2 or 4. (4) Rowles.

**141. Elementary Bacteriology.** Topics considered are: morphology and physiology of bacteria, staining reactions, preparation of media and the biochemical reactions resulting from bacterial activity. Bacteriology majors are

referred to course 143. 1 lec. and 4 lab. Fee, \$3. Prereq., 2 or 4, 6 hrs. botany, or 8 hrs. chemistry. (3) Frey.

143. General Bacteriology. A study of the structure, classification, and relationships of bacteria, preparation of cultures, staining technic, and biochemical reactions. 1 lec. and 5 lab. Fee, \$4. Prereq., 2 or 4. (4) Frey.

145. Clinical Technic. The theory and practice of making various tests used in laboratories of clinical pathology: blood counts, blood matching and typing, blood chemistry, urinalysis, gastric analysis, sputum examinations, functional tests, serological methods including Wasserman's, applied bacteriology, and the making of vaccines. Fee, \$1 for each credit hour. Prereq., 143 and permission. (2-8) Frey.

168z. Teaching of Zoology. See Ed. — Teaching Techniques.

201. Vertebrate Embryology. The development of vertebrates illustrated by the chick and the pig. A preliminary consideration of fertilization and maturation followed by a study of the formation of foetal membranes and the development of the various organs. 2 lec. and 6 lab. Fee, \$4. Prereq., 112. (4) Elliott.

202. Mammalian Anatomy. The anatomy of mammals with particular emphasis on the cat. 2 lec. and 4 lab. Fee, \$4. Prereq., 4 hrs. and 112. (4) Elliott.

204. Vertebrate Neurology. A comparative study of brain and spinal cord of mammals with emphasis upon the reaction systems. A preliminary study of the embryological development and general histological structure of the nervous system. Dissections of the brain of shark, sheep, and man are followed by a microscopic study of various levels of brain and spinal cord. 2 lec. and 4 lab. Fee, \$4. Prereq., 4 hrs. and 112, or 15 hrs. psychology. (4) Elliott.

206. Comparative Invertebrate Physiology. Application of fundamental principles of physiology to invertebrate groups. Circulation, respiration, digestion, nutrition, excretion, reproduction, nervous system, and irritability including behavior; the effect of changing environmental factors on these mechanisms. 2 lec. and 4 lab. Fee, \$4. Prereq., 135. (4) Rowles.

207. Mammalian Physiology. A study of the physiology of mammals: blood and lymph, heart and circulation, respiration, digestion, metabolism, endocrine glands, excretion, special senses, central nervous system, and reproduction. 2 lec. and 4 lab. Fee, \$4. Prereq., 135. (4) Rowles.

210. Biological Chemistry. A brief introduction to physical chemistry of true and colloidal solutions; fundamental principles of enzyme action; chemical nature of and tests for: carbohydrates, proteins, fats, digestion, and metabolism: chemical analysis of: blood, lymph, bile, faeces, milk, epithelial and connective tissue, and urine. 2 lec. and 4 lab. Fee, \$4. Prereq., 135 and Chemistry 116 and 119. (4) Rowles.

212. Pathogenic Bacteriology. Bacteria in relation to human disease.

The culture and identification of disease producing bacteria, protozoa, higher fungi, and filterable viruses. Methods of transmission and means of protection, and disease symptoms and immunity. 2 lec. and 5 lab. Fee, \$4. Prereq., 143. (4) Frey.

**213. Bacteriological Review.** An advanced theoretical course in bacteriology reviewing the entire field. Special reference is made to dissociation, growth curves of bacteria, anaerobiosis, oxidation and reduction, metabolism of bacteria. 2 lec. Prereq., 8 hrs. bacteriology and permission. (2) Frey.

**216. Animal Parasites.** A study of parasites in relation to human disease. Parasites infesting man, their life histories, the diseases they produce, means of prevention and cure. 2 lec. and 4 lab. Fee, \$4. Prereq., 10 hrs. and permission. (4) Krecker.

**218. Economic Entomology.** Insects of economic importance in the United States with special reference to species common in southeastern Ohio. Life histories, types of injury, habits, and control measures. 2 lec. and 4 lab. Fee, \$4. Prereq., 119. (4) Stehr.

**220. Advanced Entomology.** Intensive study of insect morphology and of the principles and methods of insect classification and identification, with special emphasis on the more extensive orders. 2 lec. and 4 lab. Fee, \$4. Prereq., 119. (4) Stehr.

**225-226. Advanced Invertebrate Zoology.** A study of the structure, relationships, and life histories of representative members of the various invertebrate phyla, together with related general principles. 2 lec. and 4 lab. Fee, \$4. Prereq., 10 hrs. and permission. (4) Stehr.

**228. Animal Ecology.** A study of animals in relation to their surroundings. Discussion of the general principles governing animal distribution and animal association. 2 lec. and 4 lab. or field work. Fee, \$4. Prereq., 10 hrs. and permission. (4) Stehr.

**233. Biology of Vertebrates.** A study of the vertebrates emphasizing their identification, life histories, habits, distribution, and economic importance. 2 lec. and 2 lab. or field work. Fee, \$3. Prereq., 10 hrs. and permission. (3) Miller.

**243. Biological Studies.** Semi-independent studies under the guidance of an instructor. Fee, \$1 for each credit hour. Prereq., 10 hrs. and permission. (2-8)

- a. **Bacteriology**—studies in water, dairy, and pathogenic bacteriology, and in serology. Frey.
- b. **Ecology**—field and laboratory studies of the relation between animals and their surroundings. Krecker, Stehr.
- c. **Entomology**—studies in classification, structure, life histories, and economic aspects of insects. Stehr.
- d. **Genetics**—breeding experiments, statistical studies, and library work in the field of heredity. Miller.

- e. Invertebrate Zoology—studies in invertebrate animals. Krecker, Stehr.
- f. Parasitology—studies in animal parasites. Krecker.
- g. Physiological Zoology—physiological and related experimental studies. Rowles.
- h. Readings in Biology—Readings dealing with biological history, theory, and advances. Krecker.
- i. Technicians' Methods—technic and theory of blood, urine, gastric analysis, fecal examination, and serological methods. Frey.
- j. Vertebrate Anatomy—studies in gross and microscopic anatomy of vertebrate animals. Elliott.

291. Seminar in Zoology. A study of special topics and reports on current literature. Prereq., 18 hrs. and permission. (1) Krecker.

381. Research in Biology. Research work in bacteriology, ecology, entomology, invertebrate zoology, parasitology, physiological zoology, and vertebrate zoology. Fee, \$1 for each credit hour. Prereq., 20 hrs. in the subject and permission. (2-8) Krecker, Rowles, Elliott, Frey, Stehr.

395. Thesis. (4-8) The staff.

## ENROLLMENT

Distribution by Counties of Ohio, States, and Foreign Countries  
1936-1937

## STATE OF OHIO

Adams	6	Licking	59
Allen	15	Logan	15
Ashland	2	Lorain	35
Ashtabula	39	Lucas	9
Athens	688	Madison	10
Auglaize	3	Mahoning	134
Belmont	83	Marion	30
Brown	3	Medina	13
Butler	26	Meigs	142
Carroll	4	Mercer	2
Champaign	1	Miami	11
Clark	7	Monroe	62
Clermont	4	Montgomery	51
Clinton	8	Morgan	49
Columbiana	19	Morrow	2
Coshocton	22	Muskingum	50
Crawford	17	Noble	26
Cuyahoga	358	Ottawa	15
Darke	4	Paulding	6
Defiance	3	Perry	106
Delaware	6	Pickaway	30
Erie	6	Pike	14
Fairfield	62	Portage	3
Fayette	10	Preble	4
Franklin	40	Putnam	3
Fulton	8	Richland	33
Gallia	61	Ross	66
Geauga	3	Sandusky	8
Greene	5	Scioto	117
Guernsey	46	Seneca	5
Hamilton	35	Shelby	8
Hancock	3	Stark	72
Hardin	9	Summit	31
Harrison	34	Trumbull	55
Henry	2	Tuscarawas	77
Highland	15	Union	5
Hocking	103	Van Wert	15
Holmes	5	Vinton	42
Huron	11	Warren	1
Jackson	67	Washington	120
Jefferson	127	Wayne	15
Knox	27	Williams	3
Lake	23	Wood	2
Lawrence	72	Wyandot	4

Total 3657

## OTHER STATES

Alabama	1	New Hampshire	1
Arkansas	1	New Jersey	33
California	1	New York	104
Connecticut	15	North Carolina	1
Delaware	2	Oregon	1
Florida	4	Pennsylvania	101
Illinois	3	South Carolina	1
Indiana	10	South Dakota	1
Kentucky	7	Texas	1
Maryland	6	Vermont	3
Massachusetts	16	Virginia	2
Michigan	8	West Virginia	164
Missouri	2	Wisconsin	1
Nebraska	2		
		Total	492

## FOREIGN COUNTRIES

Canada	1	France	1
		Total Resident Students	4151

ENROLLMENT SUMMARY—JUNE 15, 1936 TO MARCH 15, 1937

	Summer Sessions 1936			First Semester 1936-1937			Second Semester Students not in First Semester			Total All Sessions			Total Excluding Duplicates		
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T
<b>RESIDENT STUDENTS</b>															
Graduates	89	75	164	22	38	60	11	8	19	122	121	243	109	108	217
Seniors	162	286	448	195	189	384	12	18	30	369	493	862	318	428	746
Juniors	116	311	427	273	178	451	7	17	24	396	506	902	360	468	828
Sophomores	18	58	76	386	287	677	19	10	20	423	355	778	415	330	745
Freshmen	27	38	65	640	444	1084	39	27	66	706	509	1211	684	481	1165
Specials															
Full-Time	107	159	266	7	12	19	4	3	7	118	174	292	114	166	280
Part-Time	10	29	39	34	58	92	5	21	26	49	108	157	46	102	148
Auditors	0	6	6	2	4	6	3	7	10	5	17	22	5	17	22
<b>Totals</b>	<b>529</b>	<b>962</b>	<b>1491</b>	<b>1559</b>	<b>1210</b>	<b>2769</b>	<b>100</b>	<b>111</b>	<b>211</b>	<b>2188</b>	<b>2283</b>	<b>4471</b>	<b>2051</b>	<b>2100</b>	<b>4151</b>
<b>NON-RESIDENT STUDENTS</b>															
Extension Students															
Correspondence Students															
July 1, 1936 to March 1, 1937															
													569		461

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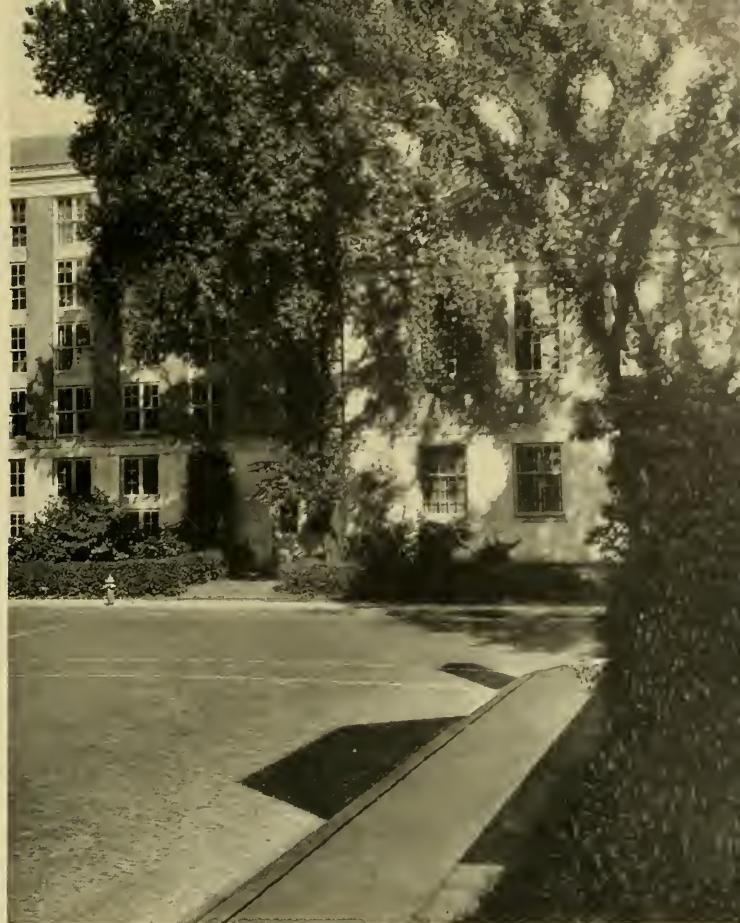
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# College Life

# OHIO



# UNIVERSITY BULLETIN

Vol. XXXIV MARCH, 1937 No. 3

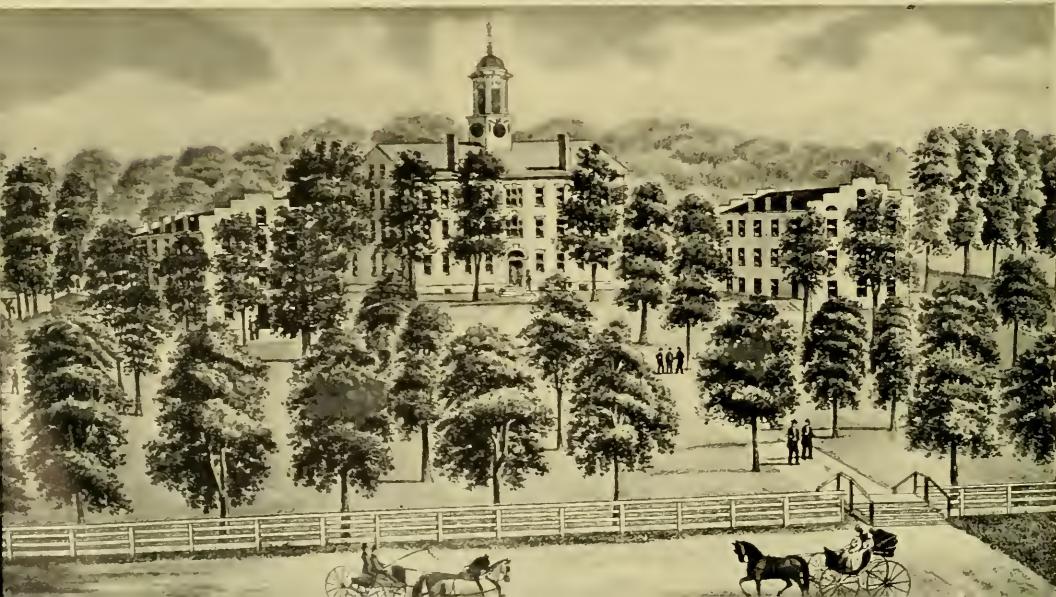
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## OHIO UNIVERSITY, AN EDUCATIONAL PIONEER

Oldest university west of the Alleghenies, oldest institution of higher learning in the Northwest Territory, pioneer in many phases of college education — that's Ohio University, founded in 1804 as a part of the Ohio Company's grant under the Articles of Confederation, and now an alert, progressive university made up of five undergraduate degree colleges, each with a three-year curriculum, built upon a university college as a foundational unit for first-year students and capped by a graduate college, all serving the needs of 2770 on-the-campus students. In its early years a single building was adequate for its activities. Today it requires thirty-four buildings to house its activities, plus a stadium that seats 14,000 football fans. There are two hundred members on its teaching staff.

Actively connected with this rich tradition have been many pioneers, some of whom are well known. It was Manasseh Cutler, of revolutionary days, who persuaded Congress to set aside two townships as a land grant for the University. General Rufus Putnam in 1799, accompanied by guards to ward off attacks of the Indians, surveyed the lands concerned. Among the members of the first graduating class was Thomas Ewing, who became a distinguished United States senator and a member of two presidential cabinets. William Holmes McGuffey, noted compiler of the McGuffey Readers, was the fourth president of the University. Margaret Boyd in 1869 braved frowning disapproval to become Ohio's first co-ed. These and many others have left their marks in establishing the University's traditions.

Prominently situated on the highest level of the campus is Fine Arts Building, the first educational structure in Ohio to be built entirely from state appropriations. Another "first" is Ellis Hall, first building in Ohio to be erected at public expense for the training of teachers. But reaching still farther back into historic tradition is Cutler Hall, a fine example of early American architecture, built in 1817, the oldest building used for higher education west of the Alleghenies. Its beautifully designed cupola houses the old bell which has called students to classes since the early days. Cutler Hall is flanked by East Wing and West Wing, independent buildings of similar structure and nearly as old. These three stand out with all the majesty of their tradition in the view shown below — Ohio's campus of days that were.

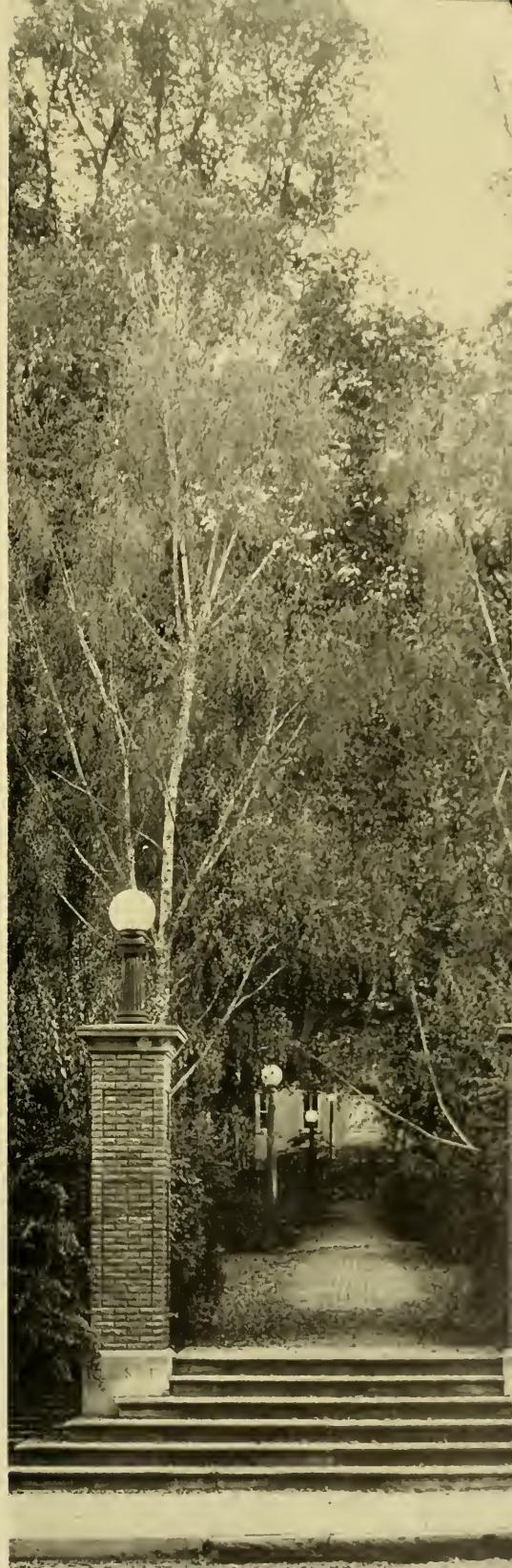


## WHY COLLEGE?

Is it worthwhile to invest four of the best years of one's life, to invest the great amount of mental energy necessary to master subjects that often seem to touch present day life but lightly if at all, and to invest in addition a considerable amount of money, all to secure what is called a college education? Just what dividends can Ohio University promise upon such an investment, judged by the records of its thousands of former students?

First, the training its classrooms and laboratories offer increases the earning capacity of the individual in his particular field of interest and enhances his possibilities of attaining rapid advancement and high position. Second, contact with the broadening influence of social studies develops a sense of responsibility and supplies a knowledge of conditions in society that make for better citizenship, which finds expression in more intelligent voting, if not in effective participation in community organization and control. Third, because college life offers the best possible opportunity for formation of acquaintanceships, it not only adds to the individual the most valuable assets possible, friendships of a permanent character, but it helps to develop the technique of making and keeping friends. Fourth, and most important, it prepares one to live abundantly throughout one's future years, because new interests are opened up, because emotions and the intellect are stimulated through coming into contact with the treasures of the past and the challenges of the present, and because one learns to develop his inner resources for happiness.

But at Ohio University these four years are not only a preparation for wholesome enjoyment in the future, they should be and in most cases are the happiest years of one's life, being filled with joyous experiences and serious work, a combination necessary for securing the maximum of benefit and pleasure.



## WHERE FRIENDLINESS IS A TRADITION

There are many substitutes for college education; but there is no adequate substitute for those experiences, social and educational, which are a part of the stimulating life found on a college campus situated in a small community whose interests are largely identical with the educational institution. It is only in such environment that real "college life" is found.

Athens is such a community. Located on the banks of the Hocking River in the hills of the Allegheny plateau, it affords natural surroundings which are a real part of Ohio University's attractiveness. As a community of 8,500 persons Athens does not have the unwelcome distractions of a large city, nor is it so small that college life is unduly narrow, dependent upon the institution alone. Ohio University's campus is beautiful, a part of this little city, one of the most attractive in southeastern Ohio.

It is only in such an environment that the characteristic, which has become Ohio University's dominant tradition, friendliness, can be developed. Here young people from many states and from all sections of Ohio meet and mingle freely under the most wholesome conditions. Here no formal barrier between faculty and student is set up in classroom or laboratory, for that would be out of harmony with the prevailing friendly atmosphere. Here townspeople also help to create the feeling of friendliness that is so quickly sensed by the newcomer to the campus.

In the organization of the University itself this tradition of friendliness finds expression in a definite fashion. The freshman registers not in a specific college, but in the University College, the enrollment of which is made up largely of fellow freshmen. There are men's and women's divisions. In this college the freshman is assigned immediately to a faculty counselor so there is available from the very start personal advice and friendly counsel to assist the incoming student in orienting himself both on the campus and in the community.



## MODERNIZED CURRICULA --- ABLE FACULTY

In this twentieth century a university's curricula should be down-to-date. Its offerings should be ample and various. The times require men and women with cultural qualifications and with vocational efficiency. The offerings must be adapted to different personalities preparing for varying occupations. For those who will engage in commerce and industry, training must be both broad and specialized. For persons who may enter journalism a fitting curriculum is necessary. Others will become engineers, civil, electrical, or industrial, and must be technically trained. Some will seek a livelihood in the fine arts, painting, music, or drama. Many will prepare to become teachers, and the variety of subjects is wide. Some will pursue pre-professional courses. All will need broad foundations in the arts and sciences, and many will follow a liberal education for its own sake. Ohio University, through its seven colleges, sets itself deliberately to the task of adequately meeting these and other needs for thoroughly modernized curricula.

The greatest asset of any university is its teachers. They should be thoroughly qualified in their special fields, gifted in teaching, and human and helpful in their contacts with students. Ohio University is fortunate in its two hundred members of the teaching staff, who have received their training at the best universities in America and abroad. Twenty-eight of these are members of Phi Beta Kappa and twenty-three of Sigma Xi; sixteen are listed in *Who's Who in America*, several are editors of important journals, and three have been presidents of colleges. Ohio's teachers have written more than a hundred books and scholarly theses and a large number of articles in periodicals. The teaching staff is a large group of scholarly and very human individuals who are devoted to the cause of higher education.

With such modern, extensive curricula, adequate buildings, and its able faculty, Ohio University is recognized for the unquestionably high standards of attainment which are a prime essential to a successful college education.



## YOU'LL ENJOY A REAL UNIVERSITY

Ohio University wears its title honestly, for its seven colleges offer students a wide range of subjects, cultural and vocational. As soon as the general foundational curriculum in University College is completed, generally at the end of the freshman year, the student is free to register in any one of the five undergraduate degree colleges. While each of these colleges sets up specific requirements for the particular degrees it grants, the student is at all times considered a member of the University as a whole and is permitted to elect in any college any course he desires, if he is able to meet the prerequisites. Even in the professional and technical schools and colleges students have a considerable number of electives, and they are encouraged to select courses in different colleges which appeal to their interest.

In completing the requirements for a degree, the student must secure 124 hours of credit and 124 honor points. A semester hour is the equivalent of one recitation a week throughout the semester; for example, a course which meets three times a week throughout a semester would give three hours of credit. The instructor evaluates the work done by the student by letter, "A" indicating three points; "B," two points; "C," one point; "D," credit, but no point. As the normal load is sixteen hours a semester, a student ordinarily is able to complete his work for a degree in four years. It is possible to shorten this time by a year if the student attends three summer sessions and is able to carry extra hours. The privilege of carrying extra hours is granted to students whose record is above the average.

Students who meet the requirements set up by the various colleges are awarded the following degrees:

**COLLEGE OF ARTS AND SCIENCES:** Bachelor of Arts, Bachelor of Science.

**COLLEGE OF EDUCATION:** Bachelor of Science in Education.

**COLLEGE OF COMMERCE:** Bachelor of Science in Commerce, Bachelor of Science in Secretarial Studies, Bachelor of Science in Journalism.

**COLLEGE OF APPLIED SCIENCE:** Bachelor of Science in Civil Engineering, in Electrical Engineering, or in Industrial Engineering; Bachelor of Science in Home Economics.

**COLLEGE OF FINE ARTS:** Bachelor of Fine Arts in Music, in Art, or in Dramatic Arts.



## ENGLISH AS A FIELD FOR STUDY

The rich and widely varied offerings of the Department of English at Ohio University are designed to furnish all the necessary instruction for the student who wishes to acquire skill in the use of his native language and a thorough knowledge of its literature.

There is need for a practical mastery of English, whether one expects to enter the business world, to take up one of the learned professions, or to prepare for further study of language and literature. In addition to extensive offerings adapted to these ends, the department provides courses and practical training for prospective teachers of English, a basic study in American education.

Those interested in the appreciation of literature or the history of the literary art and the culture related to it may select from a large number of special and general courses; these include every period of literary history from the Anglo-Saxon to the present day and all the types of literature, such as the novel, the drama, the short story, and the essay. The major English authors are stressed, but the literature of our own country is by no means neglected. Through the cooperation of other language departments, courses are offered also in the great Greek plays, the works of Dante, and the European novel in English translation.

The student who reads may also wish to write. He may choose creative courses in the writing of fiction, poetry, or essays, or he may choose courses dealing with literary criticism and the writing of research papers. The University offers the Emerson prizes of \$60.00, \$40.00 and \$20.00, on a competitive basis, for the best original poem.

The English Club has for years been an inspiration to those interested in creative production, the Booklovers Club provides a medium for the discussion of outstanding books of the day, and the Quill Club is a chapter of a national organization devoted to writing. These three organizations have been the centers of much literary activity on the campus and the means of stimulating some productions of merit. Membership is open to students who have manifested genuine creative and critical ability in the different types of literature. There is a Poetry Society associated with the English Club; and there is also a Folk Lore Club.



## THE ATTRACTIONS OF PHYSICAL SCIENCE

Physics is a pure basic science. It also has an intensely practical value. The interest of every true physicist lies deeper than the mere usefulness of the results of his research. He works for the joy of uncovering the mysteries of the universe, though many of the discoveries that have been of very great benefit to man (for example, the discovery of x-rays by Roentgen) have come as by-products of research directed toward discovering some physical principle.

Furthermore, the laws of physics are fundamental in chemistry, astronomy, and other fields, particularly engineering. Few persons can deny an interest in physical phenomena and their causes. Our lives would be drab indeed if we had neither the curiosity to ask ourselves "Why?" nor the proper foundational training to direct our thinking toward an understanding of such a common thing as the rainbow or the lifting jack. If your interest in physics extends only to the fundamental laws of mechanics, heat, light, and electricity so that you may enrich your thinking by a better understanding of your every-day environment, you will find courses suited to your needs at Ohio University, together with well equipped laboratories to help "keep your feet on the ground,"—to check your thinking by experiment.

The frontier of physical research is today drawn up against the tiny atom. The structure of matter challenges the best minds in science. Courses in modern physics at Ohio University give the student whose interest runs deep, an opportunity to work with electrons and x-rays, both in theory and in laboratory. He will find here a Millikan oil drop apparatus with which a droplet of oil can be made to stand still in mid-air, held up by an electric field which balances gravity and thus measures a physical quantity of wide interest, the charge on an electron. He will also find modern x-ray tubes with spectograph and suitable apparatus for making measurements in this interesting field.

There are excellent opportunities in the field of physics. Each year the officials of industrial research laboratories employ physics majors who have made a good scholastic record in college and who give promise of development. As physics is a basic science, teachers will always be in demand for it. But, regardless of the field in which one works, a person's life will be enriched by the wealth of material that the study of this science opens to him.



## A CAREER IN CHEMISTRY

There are three factors which should be considered when a student is confronted with the question, "Where shall I go to get the best training in chemistry?" The first is the nature and scope of the curriculum offered, the second the quality of the instruction and equipment available, the third the success with which the department gains employment for its graduates. The Department of Chemistry at Ohio University ranks high in all these respects.

In addition to the fundamental courses which are important in any well-balanced educational program, the department offers work designed especially to qualify students for industrial work, for the study of biology or medicine, or for teaching. Research work in various fields is also provided. The department sponsors an active chemistry club where students discuss special problems and report the progress of their research.

The laboratories are modern and well equipped, with compressed air, vacuum, hot and cold water, alternating and direct current at the desks. No limitations are placed upon the student because of lack of equipment. The laboratory of physical chemistry is large and contains apparatus of the latest design for physico-chemical measurements. It has a quartz spectograph, which is one of the finest in the country. The laboratory of analytical chemistry includes special apparatus for electro-analysis, gas analysis, and steel analysis. One of the laboratories is equipped with a Bausch and Lomb metalloscope and accessories for the study of the structure of metals and alloys and the effects of heat treatment.

The instruction of the department is so arranged that personal supervision of the laboratory is maintained by the professor in charge of the course. At Ohio University the laboratory work in chemistry is not turned over in its entirety to assistants, as is the case in many universities. Even in courses in general chemistry the laboratory work is supervised by the man who gives the lectures; thus complete integration of class and laboratory is assured.

Even during recent years of adversity Ohio University chemists have been unusually successful in securing employment. Many have become connected with industrial laboratories. Some have chosen teaching as a profession, and a number have received graduate fellowships in leading universities. During the past year all graduates were located in desirable positions.



## COLLEGE EDUCATION FOR BUSINESS

A great majority of high school seniors will earn their living in some branch of business. It is only natural that increasing numbers seek an education that will best fit them for advancement in this field. Those who are obliged to enter business without special preparation must overcome a severe handicap both in regard to personal advancement and in the attainment of those intangible yet very real satisfactions arising from worthy service to fellow men.

The opportunity for business education on the *university* level is of especial significance today because the standards of the business world are rapidly rising toward a truly professional level. Only a university college of commerce can provide a curriculum combining sound business training with cultural background necessary to meet the business standards of tomorrow.

Students in the College of Commerce are training for the profession of business. Business is, in fact, made up of many professions, but these are so interrelated that the fundamentals of all are needed for even a relatively modest success in any one. These basic fundamentals are offered in a core of subjects which are required of all students. Every effort has been made to reduce this core to the absolute minimum so that the student may be free to elect courses which will further his general cultural interests and to pursue advanced courses along the line of his special interests.

The College of Commerce provides ample opportunity for specialization. The generous provision for electives makes possible almost any emphasis in college work. One student may choose accounting. Perhaps he aspires to

become a certified public accountant. His specialty may be income tax or auditing. A second with similar interests prefers to stress cost accounting or budgetary control. A third wishes advanced work in economics; a fourth statistics. Others will specialize in advertising, selling, business law, finance, management, marketing, money and banking, international trade, personnel administration, labor, public utilities, or transportation.

Still others will not have such well defined interests. Specialization will not be forced upon them. Rather, advisers will suggest a variety of courses which will aid the students to "find themselves." A wide range of advanced work in economics and business plus the rich offerings of other schools and colleges in this modern university makes possible a program built for each student on the basis of his needs, his desires, and his abilities. Thus, education is individualized rather than standardized.



## TO BE A SECRETARY OR TEACH COMMERCE?

Primarily, secretarial work is one of the interesting ways of earning a livelihood. It may also afford an entrance into some other specialized field of endeavor, such as banking, insurance, selling, advertising, personnel work. At Ohio University the secretarial course is planned to provide the student with the skills necessary for the performance of secretarial duties, with the business and general information necessary for advancement, and with the appreciations which make for personal satisfaction and enjoyment.

Students are instructed in various secretarial techniques, such as filing, dictating, and machine operation; then in the Service Bureau of the University they put into practice the skills and information which they have developed throughout the secretarial curriculum. This work is supplemented by conferences and by integrated office-practice problems.

Ohio University offers a complete program of training for teachers of commercial subjects. The commercial teacher receives his education in business subjects and business skills in the same classes with students who expect to follow business as a career. The College of Education adds its fine opportunities for student teaching and its general courses in education.

Six curricula of specialization in the field of commerce are offered for persons interested in teaching. A secretarial curriculum trains persons for the teaching of the specialized subjects of shorthand, typewriting, business English, and secretarial practice on the secondary school level. The accounting curriculum prepares primarily for the teaching of bookkeeping and office practice. The combined secretarial and accounting curriculum is an especially desirable one for those who may have to teach a variety of commercial subjects. A social-business curriculum is offered which prepares teachers for the increasingly popular social-business subjects in the high school. This includes preparation for teaching junior business training, various courses in consumer education, business English, and business law. A curriculum in retail selling is available for those who wish to teach subjects which prepare high school students for employment in retail establishments. Finally, there is a concentrated program in secretarial studies for those college graduates who wish to prepare in one year to meet the state requirements for commercial teaching or to do secretarial work in offices.



## YOUR ENVIRONMENT IS OF INTEREST

Man's success and happiness depend, to a large extent, upon the wise use of his geographic environment and his appreciation of it. Many of the troubles in which we find ourselves today, both as individuals and as a nation, are due to unwise adaptations to our environment.

The farmer has plowed slopes that are too steep. Regions have been occupied for farming purposes which are so lacking in rainfall that the soil blows away as dust as soon as the sod is plowed under. People have built their homes along riverbanks that flood, and millions of dollars are lost each year as a result. Irrigation and power projects have been built in places so isolated and so far from markets that profitable sale of farm products and electric power is impossible.

Millions of persons go through life lacking the training which would make them able to appreciate the beauty of their natural surroundings. A story is told of a lady who was busily reading a magazine as she rode through the Royal Gorge of the Arkansas River, one of the most beautiful bits of scenery in the world. She paused long enough to ask the conductor to tell her when they were coming to the place in the gorge where she could see both ends of the train at the same time. Then she went on reading. Geography and geology teach an appreciation of the wonders of nature far greater than looking for both ends of the train.

Courses in the Department of Geography and Geology are designed to help one understand and appreciate natural environment. From this understanding and appreciation come wise adaptation and fuller enjoyment of life. There are also courses in economic, commercial, and industrial geography designed to meet practical business and economic interests.



Laboratory and field work are developed to correlate to the fullest extent with the interesting local environment of the University. Well developed laboratories, a feature of which is a completely equipped weather station, make geography and geology of practical value. Whenever possible, instructive and interesting field trips are a part of the work.

If one wishes to major in geography there are growing opportunities in high schools and colleges for trained teachers of the subject. Government bureaus and business organizations are increasingly asking for trained geographers.

Ohio University offers twenty-three courses in geography and geology adapted to both cultural and practical needs.

## CLASSICS, THE BASIS OF LANGUAGE STUDY

The work given by the Department of Classical Languages meets the needs of several classes of students. It provides basic language knowledge and well-nigh indispensable background for the study of English and of modern foreign languages. It affords intimate contacts with the rich culture of the peoples who have contributed more than any others to the civilization of the modern world. It offers to students interested in history and the social sciences a broad knowledge of the past. It provides needed work in language and technical terminology for those who are working towards law, medicine, and other special fields.

The department affords also thorough preparation for teachers of Latin in the high school, and for this purpose possesses a special advantage in that all the members of its faculty have had experience in high school teaching. Hence the organization of special courses for teachers is based on experience rather than on theory alone. Further, the members of the department have been prominent in the activities of the state and national classical organizations and are in touch with the best in classical education. The graduates of the University whose major work has been in this department have been very successful in securing teaching positions.

In addition to the courses which are designed to increase the student's knowledge of the classical languages, there are offered other allied courses, rich in background content, such as Roman life, classical archaeology, and Roman culture. The aims of such courses are an appreciation of the civilization of the Greeks and Romans and an adequate basis for a broader understanding of the modern world. Special work is given in literary and scientific terminology, of value in all fields in which the knowledge of technical vocabulary is important. The department also provides an introduction to the general study of language of special interest to students of English and of modern foreign languages as well as to students of the classics.

There are four prize awards open to students in the department. The Evans Latin Prize for work of outstanding excellence in Latin makes available a grant of \$25.00 to the student of first rank and of \$12.50 to the second in rank. The Super Prize for work in the Greek language and literature provides \$100.00 for the first rank and \$50.00 for the second.

A chapter of the national honor society for classical students, Eta Sigma Phi, was established at Ohio University at the time of the founding of the society, and throughout its existence has been one of the most active in the organization. This society and the departmental Classical Club unite a common background of language experience with stimulating social contacts among those of kindred interests in this field.



## PLEASURE AND PROFIT IN ROMANCE LANGUAGES

Ohio University offers fully rounded programs in French, Italian, and Spanish, designed to afford training both cultural and practical. The fundamentals of these languages are presented in carefully organized and intelligible form. Particular stress is laid upon the acquisition of reading power and upon the training of the ear so that students of the Romance languages increase their understanding of other peoples and their languages and literature and acquire a background for foreign travel.

Members of the staff are glad to encourage properly qualified students who desire language training for a career in business, diplomacy, research, or teaching. The various courses are also planned to provide the graduate with the equipment necessary for advanced study here or elsewhere.

**SPANISH** is the native tongue of eighteen republics which lie to the south of us. Cultural and commercial relations with these countries are growing closer day by day. These nations, together with the mother country, Spain, have produced rich and varied literatures upon which courses in Spanish at Ohio University draw. Through the Hispanic Club an opportunity is offered for social contacts and the discussion of mutual problems of the two American civilizations of the North and of the South.

**ITALIAN** is the language of a people, who, out of a rich classical inheritance, have contributed largely to literature, art, and music, as well as to international politics. Those interested in music, in language and literature, or in the development of a broader cultural knowledge will find the courses in Italian well suited to their needs. The Italian government awards attractive and costly books as prizes for proficiency in Italian at Ohio University.

**FRENCH**, because of its rich cultural and practical value, is a real asset, no matter what one's field of interest may be. French and English are used exclusively in such bodies as the League of Nations and World Court. It is the language of a people who have made rich contributions to modern civilization in history, philosophy, and science, and especially in literature and art. No other modern foreign language is taught so extensively in high school. The French Club at Ohio University, federated with the national *Alliance Française* and open to advanced students, offers each year a cash prize of twenty-five dollars for superior attainments in French.





## GERMAN FOR LITERATURE AND RESEARCH

German has for eight centuries or more held a well established place in the field of language and literature. The period of efflorescence in the twelfth century and the creative influence of Luther in the literary language of the sixteenth led to the great classical period of Goethe, Schiller, and others in the eighteenth, when German took a prominent position among the modern literatures of the world. In the great interrelationship of modern European languages German is a sister to the English tongue, though it has absorbed less of the classic strain. It has long been known, too, as the language of science and research. Thus both cultural and practical considerations make German a desirable language to know.

The Department of German at Ohio University offers a broad program organized to meet all of these interests, and taught by a well-trained staff. Students who desire to know the language, to gain a first-hand acquaintance with the literature, to develop a better understanding of the people, to qualify for high school teaching, or to read in the field of medicine, biology, or physical science will find the offerings in German at Ohio University well suited to their needs. The department is housed with the other foreign languages in Ellis Hall, one entrance of which is shown above.

Another element which makes for desirable "atmosphere" is *Der Deutsche Verein*, a thriving student organization in which German songs, dramatics, and conversational games provide the language touch to interesting programs built upon a social background.

\* \* \*

"A man who knows only his own language does not know even that."—Goethe.



## I SHOULD LIKE TO BECOME A TEACHER

Teacher preparation was made one of the primary functions of Ohio University by the action of the Seventy-fifth General Assembly of Ohio when arrangement was made "to provide proper theoretical and practical training for all students desiring to prepare themselves for the work of teaching." Since then Ohio University has diligently and consistently given attention to the preparation of teachers and has graduated from year to year an increasing number of well prepared persons, who have taken their places in the schools of the state. Vigorous insistence on good standards of preparation, which have included a thorough mastery of subject matter, as well as professional preparation in education and psychology, has brought to the University full recognition by all accrediting agencies and well deserved esteem by leaders in education throughout the state and nation.

The University recognizes fully the authority of the state in the establishment and maintenance of high standards for the preparation of teachers who are to instruct the youth in the public schools. The state requires teachers to possess a certain minimum preparation in academic and special subject fields, a knowledge of modern psychology and education, and artistic skill in teaching. Ohio University strives even to exceed the state standards and to send out as teachers those who are altogether efficient and capable, ready to serve the best interests of their constituents.

Provision for satisfying the requirements for teaching is made in most of the courses leading to degrees at Ohio University. Preparation leading to the degree of Bachelor of Science in Education is offered also in all of the academic and special subjects, as well as in elementary education. The training with the major in an academic subject leads to the four-year provisional certificate for teaching in the high school. Nearly half of the students who take this degree are majors in the usual academic subjects which are taught in high school. Graduates of the University with this type of preparation are at work in all counties of the state.

In addition to those prepared for high school teaching in the academic subjects, many are graduated majors in the so-called special subjects: art, commerce, home economics, industrial education, music, and physical education. These graduates are to be found both in elementary and in high schools. The work of the teacher of commerce is usually confined to the high school, but the teacher in the other special subjects will often be in charge of the work in the elementary school as well. The four-year provisional certificate





which is granted upon the completion of the course in any one of these subjects has the advantage of being a special certificate which permits the holder to teach either in the elementary or the high school in that subject.

Four-year courses leading to the degree of Bachelor of Science in Education are offered in kindergarten-primary, elementary, and special education. Graduates in these fields of specialization receive certification to teach in the elementary schools. Through the University's Bureau of Appointments, such graduates have been rather easily placed because the superintendent usually is glad to have a degree graduate as a teacher in the elementary school. This opportunity for placement favors those students who are interested primarily in the work of the elementary school and are willing to advance to the bachelor's degree in that field.

The University also offers two-year courses for teaching in the elementary schools. These courses include preparation for teachers in the kindergarten, primary, upper grades, and special schools. The completion of such a two-year course entitles the graduate to the state four-year provisional certificate, which is renewable under conditions provided by the State Department of Education.

Ohio University is fortunate in its facilities for student teaching. The University maintains the Rufus Putnam Elementary School, and cooperates under definite contracts with the Athens City Junior and Senior High Schools, the Plains Junior and Senior High Schools and Elementary Schools, and the Mechanicsburg Elementary Schools. These facilities offer laboratory opportunities in approximately fifty-five school rooms, each with a supervising critic who has preparation including at least the Master's degree. These laboratory facilities furnish adequate opportunities for the application of professional theories and the utilization of subject matter acquired in university classes in the instruction of children.

Much emphasis is placed on adaptation to and attitudes toward the teaching profession. The graduate in education needs always to realize that the child and his development are paramount in the work of the teacher. It is hoped that he may be able to say with William Lyon Phelps: "I had rather earn my living by teaching than in any other way. In my mind, teaching is not merely a life work, a profession, an occupation, a struggle: it is a passion. I love to teach. The main aim of my happy days has been to become a good teacher."



## MATHEMATICS AND ASTRONOMY

Students normally are interested in the study of mathematics for one or more of these reasons: as one of the basic disciplines in a well-rounded liberal education; as a preparation for teaching mathematics; for advanced work in pure mathematics; or for the applications of mathematics in engineering or some other specific field. Such students will find at Ohio University a staff of well-trained men and facilities that are among the best in the country.

A constantly increasing number of students come to Ohio University to avail themselves of the facilities for the training of teachers of high school mathematics. The preparation of competent teachers in this subject calls for training in three major respects: (1) The student should take courses in English, foreign language, laboratory sciences, and social sciences which will insure a broad general education. (2) He should take up the subject of mathematics where he discontinued it in high school and extend his knowledge in this field. (3) He should also take courses in which he learns to organize and handle the details that arise in classroom teaching, to present his subject to his pupils, to prepare satisfactory tests and examinations, and to make the best of the results; and he should have actual experience in the classroom as an observer and a student teacher. At Ohio University the program for the preparation of high school teachers of mathematics has been carefully planned to provide adequate results in all of these respects.

Students who are interested in pure mathematics or in any of the engineering fields find their needs well cared for at Ohio University under a broad program which leads into such courses as advanced calculus, projective geometry, the theory of equations, advanced algebra, and the theory of functions.

Those who are working chiefly in the natural and social sciences are coming more and more to seek some satisfactory minimum training in mathematics. This is especially true regarding courses in applied mathematics, such as astronomy, analytic mechanics, the theory of statistics, and the mathematics of finance. Others find that a knowledge of mathematical processes tends to develop habits of precision and ease in reasoning.

Courses in astronomy afford a wide range of interest and general cultural value. The opportunities in this field have been greatly enriched and enlarged at Ohio University with the addition of a 22-inch refracting telescope which has been mounted in a suitable observatory near the campus for use in astronomical study.

## EVERY DAY I CAN USE ART

It isn't an accident that some things that we live with are more attractive than others. Art is finding expression in practically everything we have about us. We are making art choices every day. The wisdom of those choices will inevitably reflect whether or not we have artistic appreciation based upon universal art principles. Thus, a knowledge of art becomes an essential part of a well-rounded cultural education.

Courses in the history and appreciation of art are designed to afford a knowledge and an understanding of what is good and bad in the fields of architecture, sculpture, painting, and the decorative arts such as furniture and textiles. Through a knowledge of and acquaintance with artistic production the student comes to understand, appreciate, and enjoy what art has contributed to the world about him.

Students at Ohio University whose interest lies in creative expression will find courses in drawing, modeling, and various techniques of painting that will furnish the discipline and the inspiration essential in the development of the artist.

The teaching of art has become an important part of public school education. The completion of Ohio University's curriculum in art education entitles the student to the certificate issued by the state for the teaching of art.

In addition to such major courses as interior decoration, costume design, poster advertising, and industrial styling, students may learn to make pottery, jewelry, table decorations, wall hangings, and marionettes, and to bind books, construct toys, and weave purses. For the student who is searching for new ways of expressing art, quick sketching, pastels, and water color are offered. Any student who wishes to broaden his cultural experience will find these courses enjoyable, and they may profitably be correlated with courses in the history and appreciation of art by students with such interests.

In the course in workshop students are helped to contact prospective customers for whom they may design various kinds of articles for every day use, such as tables, lamps, rugs, Christmas cards, and party decorations. This experience in design is of particular value to students who are interested in commercial art and advertising.

Membership in the national honorary art fraternity, Delta Phi Delta, is open to juniors who have superior records. At the annual commencement exhibition it gives recognition to freshmen and sophomores for outstanding work in art. Ohio University's chapter of Delta Phi Delta in 1936 received the first prize in oils at the national convention in Kansas City.



## GENERATORS, MOTORS, TRANSMISSION, RADIO

The varied and special duties that fall to the lot of an electrical engineer require that he should have a broad and thorough foundational course, plus some very definite special courses in the line of electrical applications. He must know not only "how" and "why," but often very definitely "how much" in dealing with the daily problems that come to his desk.

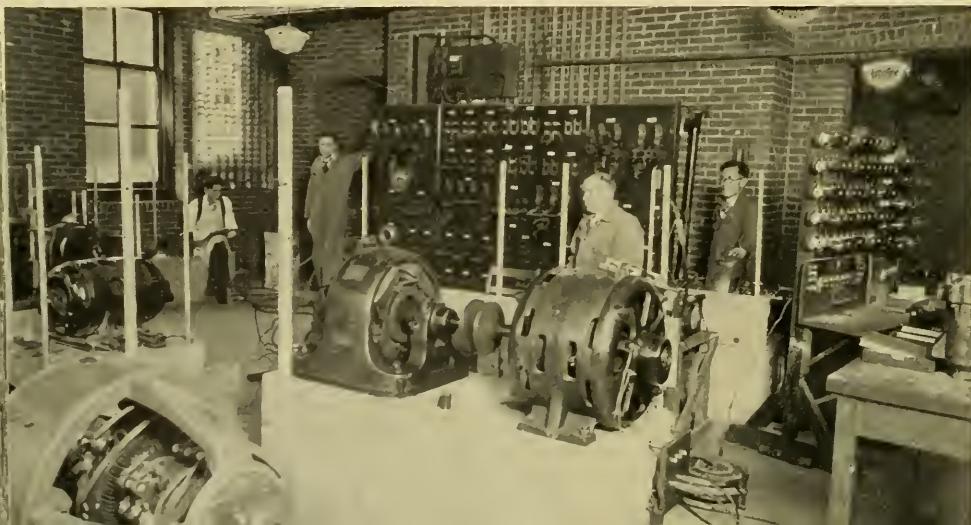
After he has completed this course, he is rewarded in finding that there are a number of avenues open to him outside the field of his special study in electrical engineering. His general training has equipped him to step into almost any position where clear and logical thinking and ability to meet changing conditions command a premium.

The course in electrical engineering at Ohio University offers excellent opportunities to the student desiring to major in that field. Foundation courses in general physics, mathematics, atomic theory, mechanics, and heat give the student a background upon which he may logically develop the more technical theory courses, such as dynamo machinery, electrical transmission of power, electrical communication, and power plant operation.

Well equipped laboratories offer the student training in the use of electrical apparatus, but, more important than this, they serve to clarify his thinking. Every experiment assigned to the student places him in the position of having to work his way out of an electrical difficulty. This always results in mental growth. Modern apparatus offers an opportunity to work in dynamo electric machinery, electrical measurement and testing, illumination and photometry, radio and telephone, acoustics, thermodynamics, X rays, and all courses associated with electrical engineering.

Honor societies, such as Pi Epsilon Mu for engineers, and professional and departmental clubs, such as the student branch of the American Institute of Electrical Engineers, give the student an opportunity to associate professionally with fellow students of similar interests.

The facilities of the Bureau of Appointments of Ohio University, the contacts and acquaintances of the teaching staff, and the help of the alumni in executive positions in the profession are all available for the orientation of the new graduate in the practical field.



## BRIDGES, DAMS, HIGHWAYS

Civil engineering as a profession appeals to young men about to choose their life work because the engineer is the man who has something to show for his activity: bridges, dams, highways, railroads, skyscrapers, airports, sewerage systems, and other structures. These monuments to his skill and training show how varied and exact the engineer's preparation must be. Students who are considering engineering frequently ask for criteria by which they may judge their probable success. It has been demonstrated that the student who does high grade work in mathematics is almost certain to experience little difficulty in the study of engineering. Ability in the natural sciences is also an indication of ability to pursue an engineering course.

The course in civil engineering at Ohio University is adapted to meet the two requirements in training: variety and thoroughness. The student is given adequate preparation in the fundamental principles involved in a wide field of engineering sciences. Experience shows that sound basic knowledge enables graduates of an engineering course to enlarge their training in the particular branch that they choose for specialization. Very few students have in mind the exact branch of civil engineering in which they wish to engage, and only by actual experience, based on the knowledge acquired in a general course, are they in position to select the field for which they are most suited.

At Ohio University the student acquires the ability to analyze intelligently the fundamental problems in structural, sanitary, water supply, highway, railroad, and mine engineering, surveying, and drafting. The survey and plans for a highway, a topographic map of a selected area, computation and design of a concrete arch, a steel truss bridge, and a sewerage system are among the design projects which accompany the class room theory. Materials of construction are tested, and their behavior observed in the laboratory under working loads. There are inspection trips in which construction methods on important projects are observed and studied. With this background, the graduate is well fitted to enter into practical engineering work with good prospects of success.

The Department of Civil Engineering is housed in quarters especially designed for it; thus excellent working conditions are afforded. Equipment and instruction are both on a practical basis so that the student is equipped to meet the actual engineering problems he will find when he puts his education into practice. The student becomes familiar with the working tools of his craft through much use, in working out practical problems and in dealing with projects of varying kinds. In fact, nothing short of actual participation in construction is left undone in preparing the student to take his place, as Ohio University graduates frequently do, in key positions in the engineering world.



## THE STAGE IS SET

"Places — Foot ups — House down — Action — Curtain — "

The old formula prevails, but each time the words produce a new thrill in the waiting actors. Have you ever experienced a theatrical premier from the "other side" of the curtains? You need not be an actor to share the intense pleasure of creative achievement. For every actor in Ohio University Theatre there are two or three co-workers who never use grease paint.

Whether stage-hand, "heavy," or costume designer, the student who participates in the absorbing activity of theatrical production comes to feel himself an essential part of a pleasure-giving organization. Suppressing any desire for self-exploitation, he labors as an integral member of a large group, all of whom are motivated with the one determination: The show must go on — promptly — smoothly — effectively.

Does the picture appeal to you? Does it challenge your imagination and your ability? Fifty per cent of the actors and student technicians who take part in the presentations of the Ohio University Theatre have had no previous training. But they are united by an intense interest in providing students and townspeople with dramatic entertainment.

The Ohio University Theatre stages five major productions every year, including an annual musical show. The Fortnightly Playshop provides an experimental laboratory for the presentation of one-act plays, of which almost fifty are offered each year. Parts in plays are open to all university students; campus-wide try-outs are held before each show. All productions are under the direction of the School of Dramatic Art which offers courses in all phases of dramatic activity and speech.

There are also active groups in debating, interpretation, and public address, which are constantly participating in inter-collegiate competition. The record of success made by representatives of Ohio University is an inspiring one, both men and women winning contests.

Because effective speech is such a valuable asset in any type of activity, analysis and correction of any speech difficulties are made by an expert in that field.

Whatever your particular interest in the fields of theatrical production or speech, there is a place for you in Ohio University's School of Dramatic Art.





## JOURNALISM MAY APPEAL TO YOU

The rat-tat-tat of typewriters, the constant click, click of the printer telegraph, the incessant rhythm of the linotype machine, the whir and clank of the presses, and the jangle of business office telephones make up the orderly confusion that is a newspaper plant. For the Ohio University student of journalism all that is a matter of daily experience. He faces actual situations on the street, at the telephone, around the copy desk, at the make-up stone, in the advertising department, out in the circulation territory, and behind the business office counter.

And they are real, not manufactured situations, for at Ohio University journalism students put their classroom theory almost immediately into practice on a daily newspaper of 14,000 circulation under the intelligent and sympathetic supervision of news and business executives who have the point of view of a teacher. These students, after classroom instruction, cover beats and assignments, edit copy, write headlines, wrestle with make-up problems, supervise special pages, solicit advertising accounts, lay out advertising copy, handle classified ads, seek subscribers, organize promotion campaigns, and come face to face with plant management problems. Their contact with the newspaper is at first hand.

In addition, there is college work of broad cultural character, with emphasis upon history, government, economics, sociology, business administration, art, science, philosophy, literature, and psychology. This combination of a rich background with practical experience appeals to employers; so placements are not difficult. It proves effective; so advancement for most students is rapid.

Because journalism is a broad field, a flexible curriculum is essential; therefore each student is dealt with on an individual basis, according to his or her needs. There are, however, four general divisions of students:

1. Those interested in writing for publication (newspapers, magazines, trade, technical, or specialized journals, house organs, publicity, advertising, radio).
2. Those wishing training in the business phases of publication (advertising, circulation, promotion, plant and office management).
3. Those desiring a combination of writing for publication and business activities either in the community or city fields.
4. Those who want to teach journalism in high schools, elementary schools, or colleges, or to supervise school publications (newspapers, magazines, yearbooks, handbooks).

Students are encouraged, also, to develop any special interests they may have; all the departments of the University are available for that purpose.

The School of Journalism of Ohio University is one of thirty-five institutions in this country rated as Class A.

# COLLEGE LIFE IS



Application of that old adage about Jack and the proper use of his time isn't limited to the kindergarten; it extends through university days—and nights. The four years at college ought to be four years of sound, faithful work, but they ought also to have mixed with that work plenty of wholesome fun. That is the case at Ohio University. From the opening freshman mixer to the Senior Ball the student finds much in the way of pleasure.



It's a colorful life, the freshman enters, for youth at Ohio University has been permitted the use of initiative and imagination. The result is a variety of extracurricular activities that furnish additional opportunities for the building of friendships, for the exercise of leadership, and for the development of special talents. Into these extracurricular activities the new student is cordially welcomed.



The excitement of registration scarcely dies down before the football season is ushered in with its gay, chrysanthemum-decked throngs, the stirring marches to the stadium headed by the huge university band, the fraternity houses cleverly decorated to welcome dads and grads, the homecoming parade with floats of beauty and humorous characterizations. The excitement of the game, the antics of the cheerleaders, the music and marching of the band all help the freshman to feel that he belongs to Ohio.



Social life at the university is varied. Dances, formal and informal, are prominent



# NOT ALL STUDY

in the calendar. They range from the jolly get-acquainted affairs given by the Women's League and Men's Union to the Junior Prom and the Senior Ball, which take their place with outstanding social events in the collegiate world.

Gayety also marks the Prep Follies, the Drollities, the Men's Rodeo, and the OYO of the women, while more serious entertainment is provided by the Ohio University Theater, Playshop, Men's Glee Club, Women's Glee Club, University Orchestra, and University Band concerts, the Studio Dance Club, and music faculty recitals.

For those who enjoy participation in or attendance upon athletic activities, there are opportunities almost unnumbered.

Four publications of varied character offer a chance for those who have the urge to write or who enjoy managerial activity. Debates, speech and interpretation contests challenge those interested in public speaking.

The Y.W.C.A. conducts a broad program representative of religious interests, which have further outlet through active student organizations associated with the different churches of Athens.

The University itself brings to the campus notable concert artists, entertainers, and lecturers, whose talent is made available to students without expense, as it is believed by the faculty and administration that cultural experiences are a vital part of education.



## EUROPEAN AND AMERICAN HISTORY

History is a popular subject at Ohio University, with a faculty of nine well-trained members doing full- or part-time teaching in the field.

Good citizenship today demands an understanding not only of the past history of the United States, but of present conditions in the other American countries, as well as in Asia, Africa, and Europe, and *how* these conditions have come to be what they are.

But European history does more than this. It gives the student a rich cultural background. It studies the formation of the earth, the beginning of life, the appearance of man, man a savage hunter living in trees and caves, then man the agriculturist, the owner of domestic animals, and finally man civilized, with written records, great pyramids, temples, and tombs, and lastly man the scientist, controlling the material world because he has come to understand the laws of nature.

There are thrills in the study of European history. Glamorous figures pass before one's eyes, such as Ivan the Terrible, Yermak, conqueror of Siberia, Peter the Great, who made a window on the sea, the Grand Khan of the Golden Horde, Alexander I, who defeated Napoleon by *retreating*, and the Bolsheviks, Lenin and Trotsky, and Stalin, "man of steel."

The courses range in wide variety from archaeology and pre-history to current international problems and Europe since 1918. They include special periods such as Tudor and Stuart England, the French revolution and nineteenth-century Europe. For students who wish to learn the technique of research into historical problems and the handling of original documents there is the pro-seminar in European history.

Ohio University holds that both European and American history are important. Both are essential to good citizenship and broad culture. Both are concerned with the thrilling drama of human beings adapting themselves to an ever changing environment. Under skillful teachers the students in United States history recount once more the story of the Mayflower and the early settlers from Maine to Florida, they laugh at John Locke's proposed constitution for Carolina with its land-graves, caciques, and lords of manor, and they critically examine the causes of the American revolution. They live once more the story of America and the rise of the United States from small beginnings to the position of a great world-power.

The University has ample equipment for good teaching. There is an adequate supply of wall-maps and of books for reference and reading. Recently, a fine collection of lantern slides was purchased in Cairo, Jerusalem, and Rome for the courses in archaeology.



## GOVERNMENT AND POLITICS

This is a period when people of all classes are becoming conscious of government and its operations. It is increasingly important for the youth of today to understand the meaning, possibilities, and limitations of the domain of government. It appears essential that the processes of political control be understood, that civic behavior be improved, and that habits, attitudes, and ideals conductive to active participation in political affairs be encouraged.

Where there is lack of political leadership of integrity, competence, and vision, the stability of government is threatened. In the affairs of cities, counties, and rural areas, government is subject to criticism. In national matters dissatisfaction appears. In international affairs future security is uncertain. In some countries dictatorial systems have been established; in others, the reign of force and violence looms large. Thus the processes of political reorganization seem destined to proceed at a rapid rate.

It is essential that the intelligent citizen who must participate in these political reforms and reorganization shall be informed on such movements as the development of the new organization of the city, the reorganization of county government, the interest in regionalism as a substitute for state systems, the progress toward constitutional revision, and reform of the courts.

The offerings at Ohio University in the field of government and politics include fundamental courses which present the governments of the nation, states, local rural areas, and municipalities. Foreign governments are considered in comparison with our own. There are courses in constitutional law, international law, international relations, and the underlying political theory. For those who desire to study intensively some of these political interests, there is a seminar in government.

Courses in government not only definitely prepare a person for responsibilities in citizenship, but they serve as a valuable vocational background. For students with such a background opportunities appear in an increasingly large number of civil service positions with the state and with municipalities. The federal government, with its vastly increased functioning, requires large numbers in the employment of governmental agencies. The social security program, for example, has led to an appeal to colleges and universities for cooperation in equipping those who expect to seek employment in government service. For those and other civil service positions at home and abroad a knowledge of government is fundamental.



## YOU CAN USE SOCIOLOGY

Do you desire to become a teacher of the social sciences, a probation officer, a family case worker, a child placement worker, a visiting teacher, or a group-work leader? Courses in sociology at Ohio University will furnish you with the basic knowledge and the professional outlook necessary for such a calling.

Or do you wish to prepare yourself for teaching in a field other than the social sciences? Do you expect to enter medical work, clinical psychology, law, recreation and playground work, institutional management, or any form of community leadership? There are general and technical courses in sociology which constitute a desirable part of such professional preparation.

Perhaps you are primarily interested in securing for yourself a broad, liberal education and the ability to handle your personal and civic affairs intelligently. Courses in sociology will offer you pertinent information, an angle of vision, and a sense of proportion to aid you in the understanding of contemporary social life and its perplexing problems.

Courses in sociology may be chosen in such sequences and combinations that they will meet the requirements of professional training in applied sociology, or of majors in other fields. A full year course in the philosophy and practice of social case work is available for those students wishing to major in this special phase. Arrangements with the juvenile court and other social agencies in the community provide opportunity for the necessary practical experience.

For both men and women with talent and adequate preparation social work offers possibilities as a profession. The Department of Sociology seeks to give the basic training which will qualify students for employment in such positions after graduation.

The department sponsors a chapter of Alpha Kappa Delta, the national honor society for students of sociology. The chapter conducts monthly meetings, addressed by local and outside speakers of repute, in order to stimulate sociological discussions, research, and good fellowship.



## I THINK I'D LIKE PHILOSOPHY

Philosophy is the love of wisdom, both for its own sake and for its practical worth. It is a man's systematic attempt to understand this world and the lives we live in it. Every man lives by some sort of philosophy. In college one may learn what philosophies there are and how to find one's way among them.

Man's needs and interests are many. Deeper and more urgent than any other want, doubtless, is the desire to feel at home in the universe. This craving of the mind is at the source of all philosophizing. No single specialized study completely satisfies this want. Only such a study as philosophy, which gives a composite picture of the conclusions of all of the sciences and arts, wrestles with this problem.

At Ohio University the student has an opportunity to explore the main branches of philosophy and to complete either a "major" or a "minor" toward graduation. The Philosophy Club meets an intellectual as well as a social interest. The following are only a few of the topics upon which the student may secure information through courses in philosophy.

**How To Reason** — Usually those who think much and well, get farther. Reasoning multiplies one's chances for success. But thinking that gets results has to be studied and practiced. One main branch of philosophy is the study of the ways of reasoning, called "logic."

**How To Live Well** — But happiness and success require more than the ability to reason. One must learn to live. What is worth living for? What values does life offer? What are its problems and its principles? In the study of ethics philosophy answers such questions.

**What To Believe** — What a person believes does make a difference. For example: What is the world really like? What purpose does it have? What is man? What is the mind? What is knowledge? Is man free? Why morality? What is beauty and art? What, and why, religion? These and other intriguing questions philosophy undertakes to answer. Philosophy has both a cultural and a practical value.





## MUSIC A JOY AND A LIVELIHOOD

The student who possesses an interest in music, whether active or casual, will find the offerings of the School of Music at Ohio University broad in scope and attractively conducted in whichever field his interests may lie. The music faculty, numbering seventeen, is a group of highly trained and inspirational teachers.

Music is a social asset. The new student easily finds friends with the same interests. It is a splendid preparation for leisure in later years. It teaches responsibility and leadership, and it affords the opportunity to serve.

University students who manifest an interest in music usually come within one of three classifications: (a) Those proposing to pursue music as a major subject, either to teach in the schools or to develop their talent in some applied phase such as voice, piano, organ, string or wind instruments, theory, composition, or conducting. (b) Those whose choice of a major lies in some field other than music, but who wish to pursue training in some branch of music as a minor or an elective. (c) Those who do not desire to take courses in music, but would like to participate in one or more of the student vocal or instrumental organizations.

Those who desire to teach music in the public schools will find at Ohio University well-balanced courses and adequate provision for this type of training. There are opportunities for both men and women in general supervision and opportunities especially for men in instrumental supervision. The probability of placement after graduation has been good, and the demand will be greater with the state requirement by 1938 of the bachelor's degree for supervisors of music in Ohio. The supervisor of music in any community has exceptional opportunities in social and professional ways.

Those trained in voice or any of the various instruments find possibilities also for private teaching in many communities. Others may become associated with the radio or concert field. Personal performance in music before groups is a matter of satisfaction to many. One, too, may feel that his work is influential in developing taste for music, thus adding to the general culture.

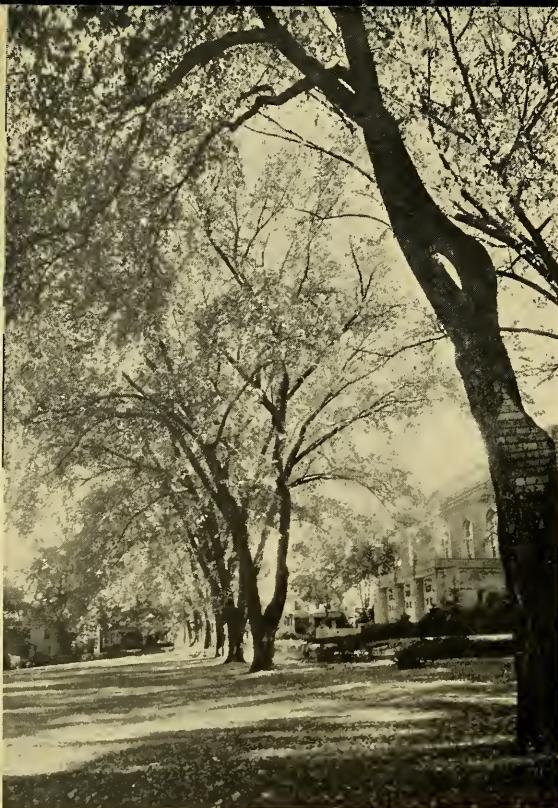
Periodical student recitals are given throughout the four years, which afford abundant opportunities for experience in public performance. Demonstrated ability results often in the student's being selected to represent the University in concert groups in other cities and towns.

There are three national honorary music organizations represented on the campus: Sigma Alpha Iota for women, Phi Mu Alpha (Sinfonia) for men, and Kappa Kappa Psi for members of the band. Membership is attained on the basis of scholastic standing and musical ability. In addition to these there is the Music Education Club.

The musical organizations are directed by capable conductors who are responsible for the selection of the members of their respective groups. Tryouts are held each autumn. University credit is granted for participation in the University Choir, Men's Glee Club, Women's Glee Club, Symphony Orchestra, and University Band. Incoming freshmen do not receive such credit until the second semester of the freshman year, but they may become members of any of the organizations upon entering the University, provided they qualify at the tryouts. These musical organizations afford desirable contacts and helpful experience for students with talent.

The degree courses offered in music at Ohio University provide for the student a sound foundation in musicianship and an adequate technique in his chosen field. A desirable balance, maintained among music, the allied arts, and academic subjects, enables the student, while concentrating on music, to make progress in his general education. An important fact, of interest to students and parents alike, is that, while the fees are considerably lower than those of privately endowed institutions, the quality of instruction is consistently high.





## AGRICULTURAL STUDY

Instruction in the Department of Agriculture at Ohio University is based on the idea that there are many practical facts and methods relating to plant and animal husbandry that are not difficult to acquire, but are of general interest and value. The same idea applies to soil conservation, forest conservation, rural economics, and farm management. An attempt is made to acquaint and equip the student with this practical fundamental knowledge through such agencies as lectures, recitations, laboratories, discussions, observations, experiments, field trips, and conferences.

For study, planning, and report work, hundreds of books, magazines, pamphlets, and bulletins are available. For indoor work, including tests and experiments, laboratories are equipped with chemicals, microscopes, and testing apparatus. For acquiring practical

knowledge concerning propagation, forcing, culture, and care of plants, a greenhouse and a plant laboratory are provided. For outdoor study and instruction, and as a field laboratory, several acres of university land, together with twelve hundred acres of the state hospital farms and orchards, are used. For ornamental horticulture, the University campus and greenhouse furnish a suitable working laboratory. For work in forestry, state forests, state parks, privately owned woodlots, and waste lands are available. The state hospital dairy herd, piggery, and poultry plant, and also the herds and farms of practical farmers of the community are made use of for study and observation.

Courses offered at Ohio University relating to animal husbandry include types and breeds of farm animals, general dairying, and types, breeds, and management of poultry. In field crops a study is made of varieties and their botanical characters, soil requirements and culture methods, fungus and insect enemies, farm machinery, and methods of marketing.

Courses concerned with problems relating to home-grown vegetables, lawns, and decorative shrubs and flowers, are vegetable gardening, ornamental horticulture, poultry management.

Horticulture courses are offered in fruit growing, small fruits, and ornamental horticulture, embracing production problems for home use and for commercial use.

Additional courses are offered in rural economics, farm management, genetics, eugenics, heredity, and the teaching of agriculture.

Classroom work is joined with observations and experiments relating to these various subjects to equip the student with practical knowledge and to afford well-rounded training for those who may wish to teach agriculture.

## ECONOMICS FOR A WELL-ROUNDED LIFE

There is an evident trend among university students in this country, whether they are training specifically for engineering, education, home economics, business, journalism, or pre-law, to become well grounded in economics. Young men and women are increasingly conscious that the present rapid and far-reaching changes in our social and economic life vitally affect them. A better understanding of economic principles and a historical and institutional approach to economic problems contribute a fuller knowledge of the contemporary changes through which they are destined to live. A knowledge of this science equips them to grapple better with the tasks of economic and social reform.

The Department of Economics at Ohio University directs students' thought upon the coordinated functioning of many processes which work simultaneously in our economic set-up: the growing and extraction of raw materials, the fabrication process, distribution of wealth, transportation and public utilities in all their phases, the consumption of goods and services, the remuneration for all kinds and types of labor, the money spending activities, the saving and the investing, the invention or the improvement of instruments and machinery of production, the working of the banking system in granting and restricting credit, the government's policy of coining and minting gold (inflation and its consequences), foreign trade activity, policies of raising national revenue, and the maintenance of law and order.

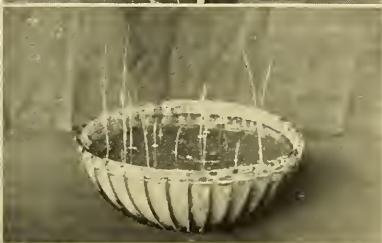
The problem of classifying these economic activities so that the entire picture of our society will be amenable to logical student analysis and understanding is the aim of the Ohio University Department of Economics.

The science of economics concerns itself not only with business, profits, and the like, but with human welfare. It analyzes the contributions of economic institutions to human living, human well-being, and human advancements. While it is concerned with business as such, its scope is broader and transcends its material aspects. In a word, it is a cultural science which examines and re-examines economic society and the basic principles which lead to economic progress. In this department a student may study how men produce the things they need, divide them, exchange them, and use them.

The local chapter of Chi Omega offers each year a competitive prize of \$25.00 to the girl who does the highest grade of work in the Department of Economics.



## BOTANY ATTRACTS MY INTEREST



Regardless of the profession followed, living should be a little richer for one who knows something of the plants that edge the roadsides and in season adorn the way. Who has not marveled at flowery fields — all inviting to the eye; more so, surely to attentive thought? Well may one wonder why some flowers bloom and vanish in springtime and summer, while others loiter but to wither under autumn frosts; why some in darkness appear to sleep, while others blossom and fill the night with fragrance. Equally amazing, too, are the seemingly blind meanderings of roots that in their search for water thrust aside obstructions: walls, foundations, and rocks weighing tons. Finally, green leaves are the food-factories of life. They are living traps that serve to catch sunlight and transform its energy into basic human wealth — food, clothing and shelter — in the most fundamental chemical change known to man. The ripening of a cockle-burr, the opening of a milkweed pod, the growing of rice under laboratory conditions, the changing of human breath into plant tissue are but other examples of the unexpected in beauty and interest in botanical study.

There is also the possibility of making this interest a vocation. Competent botanists are always in demand. The more extensive participation of people in outdoor life is indicated in the rapid growth of national, state, and local park movements, while numerous civic outdoor projects have greatly increased the demand for trained guidance in these fields. Another field of endeavor is in the warfare against plant diseases which arise in peculiar food-getting adjustments that lead some plants to feed upon others in a type of life called parasitism. Since such plant diseases continually appear, skilled workers are required to study and apply remedial treatments and to devise methods of prevention. The national government and the state experiment stations employ many persons for this purpose. Such workers are called plant pathologists, and their expert services are quite generally required for essential plant productions.

Increasingly, too, — and it should be so — botany is being taught in the public schools. Hence, whether one makes plant pathology a profession, or uses it in teaching, or applies it to personal interests, the course offers profit to those who take it.

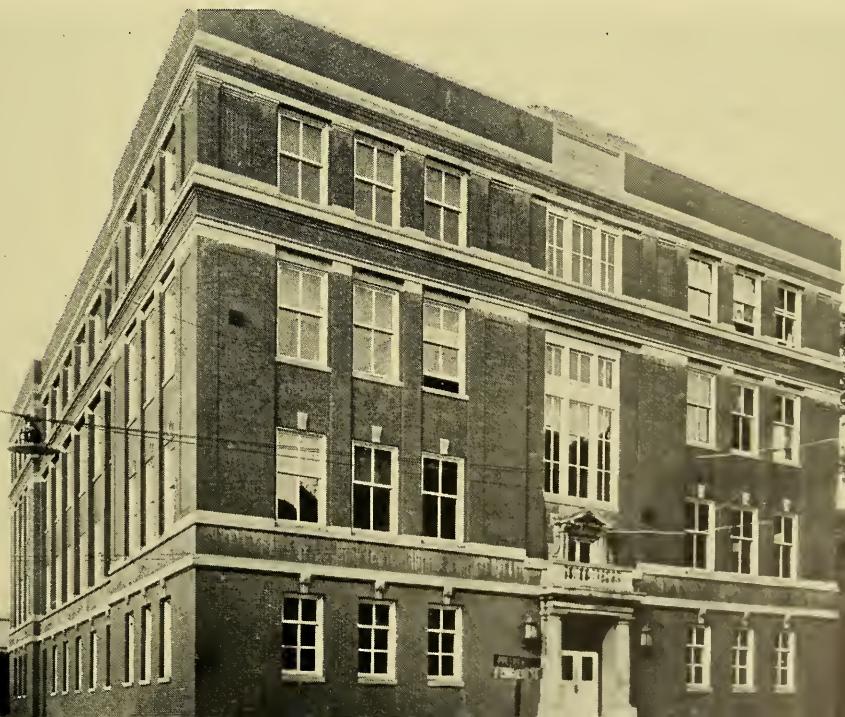
The Department of Botany at Ohio University is fully equipped in all these divisions of the field.

## OPPORTUNITIES IN ZOOLOGY

If you are interested in zoology as a science apart from the medical professions, careers are open in economic biology, in teaching, and in research. In the economic field there are opportunities in entomology or insect control, in bacteriology, fish culture and aquatic biology, parasitology, game management, and wild life control. Positions may be found chiefly in either federal or state service, but there are also opportunities with private corporations. These same lines of specialization are open to those interested in college positions, and an acquaintance with them is increasingly necessary for teachers of high school biology. Preparation involves four years of college training with specialization in chemistry and biology, followed by graduate training for the government service and the college positions.

The Department of Zoology at Ohio University affords a number of specific advantages for the training of economic biologists and teachers. In this training, familiarity with animals in their natural surroundings is an important feature, and for this purpose the rugged region about Athens with hillside, valley, and stream, and a varied animal and plant population is one of the best in the state. The attention given to entomology is unusual; the size of the insect collection is exceptional among colleges. The State Division of Conservation has selected the department as a cooperative unit for the study of the aquatic biology of the region and has provided ample equipment.

The courses cover an unusually wide range of subjects and are taught by broadly trained men who are experienced teachers and specialists in their respective fields. The department occupies more than an entire floor in Science Hall, shown below. Its special library, its general equipment, its provisions for special apparatus, and its extensive laboratory facilities all contribute to the effectiveness of the training of students.



## THE MEDICAL PROFESSIONS



In the field of medicine are included medical practice, dentistry, veterinary medicine, medical technology, and nursing. Because of the close relation now known to exist between diseases of the teeth and general health, dentistry has come to be a part of preventive medicine. Veterinary medicine is an exceptionally promising field. It is an important feature of the public health service because of the connection between human disease and animal carriers of the germs. The growing attention to pets opens the way to a special field of private practice. Medical technology is concerned with the laboratory methods used in physician's offices, hospitals, and boards of health. The outlook is particularly good for women. Broadly trained nurses are finding an increasing number of opportunities as administrators and staff workers in community health programs.

If you are looking forward to any of these fields, Ohio University offers unusually complete pre-professional training. For instance, in the field of zoology, the choice of courses is exceptionally wide. The staff is large enough to permit its members to specialize along particular lines, thus giving better instruction than is possible when one or two instructors attempt to cover the whole subject. One man devotes himself to anatomy, another to physiology, a third to bacteriology, and so on. An additional factor is that each member of the staff carries on research; this makes for expert guidance of students as well as up to the minute instruction.

Among the special facilities, are well-equipped laboratories for physiology, anatomy, bacteriology, medical technology, and zoology. In advanced courses each student is supplied with his own material and with special apparatus. All the important zoological periodicals published in America and a number of foreign periodicals are available in a special library. Another advantageous feature is that the classes are of a size which makes possible personal attention on the part of the instructor and yet

provides for stimulating competition. Students prepared at Ohio University have made excellent records at the best professional schools in the country.

**MEDICINE** — Most medical colleges require at least three years of college work; a few demand a college degree. Specifically, a knowledge of English literature, history, the social sciences, and foreign languages is suggested. Required sciences are chemistry, physics, and zoology. Some medical colleges specify mathematics. Ohio University affords a well balanced curriculum designed to qualify the student for the best colleges of medicine.

**DENTISTRY** — Preparation for dental college requires at least two years in a college of liberal arts, but four years are desirable, with attention to as wide a range of subjects as is suggested for medicine. A year of chemistry and a year of zoology are essential. Some schools require more chemistry and a year of college physics.

**VETERINARY MEDICINE** — The leading veterinary colleges require at least one year in a college of liberal arts. Minimum science requirements include chemistry and zoology, while physics, mathematics, and foreign language are recommended.

**MEDICAL TECHNOLOGY** — Ohio University gives an approved course of training covering four years, the first three being devoted entirely to university instruction, the fourth year to practical hospital training and university instruction. Scientific subjects include zoology, bacteriology, chemistry, and a year of physics.

**NURSING** — College graduates with a background in the social sciences, history, literature, foreign languages, and the chemical and biological sciences, have the best prospect for advancement in the profession of nursing. For students who cannot spend four years in college Ohio University offers a combined college and hospital training which includes three years in the university and two years in Grant Hospital, Columbus, Ohio. This leads to the Bachelor of Science degree and the title of registered nurse.

## **P R E P A R A T I O N   F O R   L A W**

Students who are planning to enter the legal profession find it desirable to lay a broad foundation during their college years. Ohio University recommends a curriculum which has been carefully planned with the cooperation of experienced members of the bar and with the particular needs of the profession in mind. Students may pursue these studies through four college years and receive the Bachelor's degree before entering a law school, or they may complete three college years of pre-legal preparation at Ohio University and obtain the degree upon the completion of a full year's study at an approved school of law. It is advantageous to the pre-law student to follow one of these two plans rather than try to build legal training adequate for a successful career upon a background of only one or two college years.

Pre-law students find at Ohio University a large well-trained faculty and ample facilities adapted to their needs in every branch of their work. There is also an active Pre-Law Club dedicated to the common interests of those who are preparing for law.



## PHYSICAL WELFARE FOR MEN

The Department of Physical Welfare offers a complete program providing health protection and physical activity for the entire student body. This program includes a four-year major course, a minor course, hobby and recreational activities, intramural athletics, and intercollegiate athletics.

The four-year professional course prepares its graduates to enter the following types of work: teaching health and physical education in public and private schools, colleges, and universities; athletic coaching; recreation; supervision, administration, and teaching in specialized fields. The course is designed to give students the cultural and professional qualifications necessary for teaching in Ohio and practically all other states. Students are given opportunity for practice teaching in the schools, on the athletic field, and on the playground. They are encouraged to participate in intramural and intercollegiate athletics, in which Ohio University has an enviable record.

Opportunities for those who have specialized in this field are steadily increasing. Not only is physical welfare becoming a definite part in the public school programs of a steadily increasing number of states, but country clubs, industrial concerns, and city organizations of various kinds are employing trained men to supervise athletic activities among their members and employes. While the depression retarded the public play ground movement somewhat, there is now renewed activity in that development.

Students who do not wish to carry the full four-year professional course, but desire to fulfill the minor requirements of the State Department of Education will find the same facilities for study and practice at their disposal.

Every student in the University is given the opportunity and urged to participate in one or more hobby or recreational activities. These activities are offered in the required courses for freshmen and sophomores as well as to upperclassmen in the University. During the junior and senior years a student may receive instruction in the activity of his choice through classes which are arranged according to the student's available time. Attendance is not compulsory. The activities offered consist of: tennis, archery, fencing, handball, horseback riding, riflery, badminton, paddle tennis, boxing, wrestling, fly and bait casting, golf, and bowling.

In addition to these activities the department offers instruction in social dancing for mixed groups. It also sponsors the American Youth Hostel movement, which furnishes mixed groups with the opportunity to take weekend and over-night hikes. It maintains a chartered hostel by being affiliated with the International Youth Hostels.

A large percentage of the men of the institution participate in the

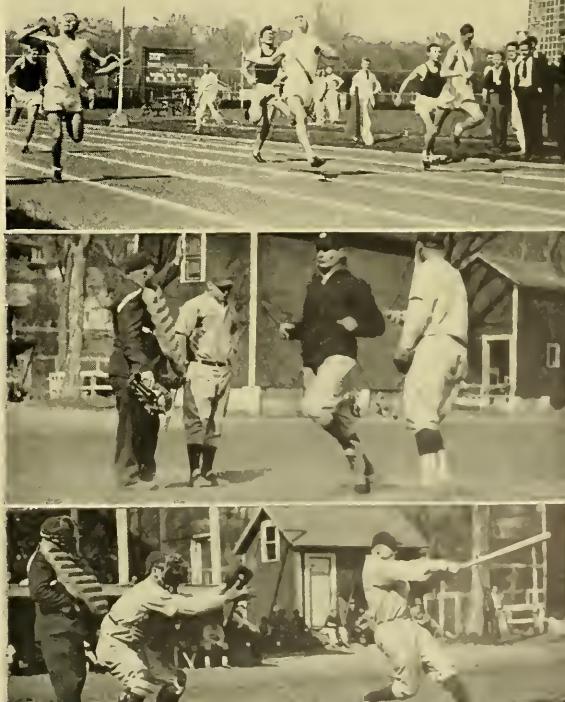
intramural program. Every student in the University is given the opportunity to participate in such activities as basketball, baseball, volleyball, touch football, horseshoe pitching, archery, track, and tennis.

The intercollegiate athletic program includes: football, basketball, baseball, track, tennis, swimming, wrestling, and golf. The athletic teams are trained by a corps of experienced and successful coaches. Ohio University is a member of the Buckeye Intercollegiate Athletic Association, which has been described as "the toughest little conference in the nation." Since 1929 the Ohio University football team has won four undisputed conference championships and tied for the title in 1936. Over this stretch of eight seasons the Bobcats have defeated such teams as Indiana, Navy, and Illinois, were undefeated and untied in 1929 and 1935, undefeated in 1930, won 54 games, lost 11, and tied four. During this period Ohio University football teams have scored 1643 points to the opponents' 288, and have not been defeated in any of the 35 games played in Ohio Stadium since its completion in 1929. Ohio University won the Buckeye Conference basketball championship in 1930-1931 and tied for the title in 1932-1933. The baseball team tied for the conference championship in 1936 and the track team won it in 1933 and 1935.

The equipment which is at the disposal of the students includes two gymnasiums, baseball field, tennis courts, a stadium seating 14,000 persons which includes a quarter-mile cinder track, and numerous practice and recreational fields. Thus Ohio University is equipped to take care of all kinds of athletic contests that attract spectators, but, what is considered more important, it furnishes opportunity for every student to participate in the type of play activity which most appeals to him. Particular attention is paid to the possibility of developing interest in types of play that may be continued through mature life, thus solving the problem of profitably and enjoyably spending leisure hours.

## MILITARY SCIENCE, TACTICS

The University maintains an elective course of military training for men students who are physically qualified. Such students have the choice between two years of military training and the required first- and second-year courses in physical welfare. These military courses carry the same credit as the corresponding courses in physical welfare.





## PHYSICAL WELFARE FOR WOMEN

Gone from the program of physical welfare for women at Ohio University is the formal floor work which once meant gymnasium.

Instead there are sports of all sorts, individual and team; swimming; folk, tap, and creative dancing; outdoor jaunts; and other activities. From all of these each woman student makes her own choice. Not only does such activity have a definite bearing upon the mental and physical health of the student while in school, but it affords an opportunity to develop new interests which she may follow during leisure hours throughout life.

Specialization for those students who major in physical welfare starts in the sophomore year. Emphasis is placed upon bringing any deficient skills up to the accepted standard. Students secure experience and training in all sports, rhythemics, and individual activities. Those interested in a minor may select work to meet the requirements set up by the State Department of Education. Training is offered also in Girl Scout leadership.

The gymnasium for women is fully equipped with a large and a small gymnasium, special activity rooms, regulation basketball, volleyball, baseball, and badminton courts, swimming pool, rooms for classes in dancing, rest rooms, and all appurtenances necessary for conducting the varied activities.

Classes in swimming, folk, tap, and clog dancing, and rhythmical training in techniques leading to creative dance, are offered as part of the regular program. There are also special classes for those whose physical examinations show any individual need. In the fall and spring the women use the university athletic fields for hockey, soccer, archery, baseball, tennis, and track. Professional opportunities in this field are attractive, and include teaching in public and private schools, recreation work, and work with Girl Scout organizations.

The Women's Athletic Association is an extra-curricular organization which fosters true sportsmanship and provides wholesome recreational activities through a wide program of intramural activities. It owns a log cabin, perched high on a hill more than a mile from the campus. This is used for over-night hikes and recreational entertainments. Other student organizations include the Dance Club, Acquatic Club, Outing Club, and "O" Club.



## OPPORTUNITIES IN HOME ECONOMICS

If you are seeking a career in business, teaching, homemaking, or in just plain everyday living, there are certain things which the courses in the School of Home Economics at Ohio University can give you.

Are you interested in food and nutrition? Would you like to work in or manage a tea room or cafeteria, or prepare to become a dietitian and plan meals for a hospital, a hotel, or other public eating places? Have you a fascination for discovering new things, for finding out new ways to combine or to cook foods, for investigating food values and comparing costs? Perhaps you merely wish to learn how to buy and to prepare wholesome food for yourself and your family group. The study of foods, nutrition, and dietetics prepares you for such work.

Would you like to find out more about child care and training? The nursery school offers good opportunity for practical experience. Do you plan sometime to have a home of your own? In the home management house, home economics students live for half a semester and manage the household.

For the girl interested in clothing design and construction, there are practical courses which instruct in economical buying, selection of suitable garments, designing and making of garments, and in the evaluation and testing of textiles and materials. The work leads to teaching, research, designing, or buying for wholesale and retail trade. Home economics today offers a large variety of choices for women.

Perhaps you are asking what a person can do with her home economics training. These are some of the types of activities Ohio University graduates are engaged in: elementary and high school teaching, teaching in Smith-Hughes schools, editorial work on women's magazines, styling, writing for newspapers and magazines, advertising, commercial and home demonstrating, dietetics, institutional homemaking, social and extension work, promotional work with household equipment, home decorating, and homemaking.

Ohio University has a home economics club. There is also the honor society, Phi Upsilon Omicron, which recognizes scholarship and leadership. Both societies further prepare girls for successful careers.



## INDUSTRIAL ARTS HAVE THEIR APPEAL

Do you like to work with your hands and make things that are a distinct source of pride and pleasure to own? If so, do you know that at Ohio University you can spend a part of your time working in any of the nine well equipped shops in the Department of Industrial Arts?

Are you interested in a fine, well constructed piece of furniture? Then why not know the proper design, material, method of construction, and types of finish to use for most pleasing results. Are you interested in the mechanical construction of a fine automobile? Then why not know what mechanical perfection means and how it is obtained? And, above all, why not know the joy and the pride that come from the ability to turn out such work with your own hands? Or do you enjoy the printed page? Then why not acquire the ability to design and execute a work of art in the print shop?

Hundreds of young men have completed Ohio's course in industrial arts and are now filling responsible teaching positions in all sections of the state. Others are making their way in commercial industry because of the contacts they formed while working in the various shops.

The training of teachers of industrial arts has been a main function of this department at Ohio University. The impetus given such work recently in the public schools increases the steady demand for this type of trained teacher.

In addition to the personal satisfaction one gets from the doing of constructive work in the several courses and in addition to the accompanying vocational preparation, there is opportunity for attractive association with other interested persons in the Industrial Arts Club, and for recognition of the special talent and high attainments of some in Epsilon Pi Tau, the national honorary industrial arts fraternity.



## IF YOU ARE INTERESTED IN PSYCHOLOGY

Psychology is a study of behavior; and behavior on a human level deals with conscious experiences and reactions. In this age of inquiry, when man is trying to understand and control physical, chemical, and biological phenomena, he quite naturally turns an inquiring mind toward the study of himself. He attempts to understand the "how" and the "why" of his own conduct and motives. Psychology, along with other social and biological sciences, is attempting to give this understanding.

Ohio University's Department of Psychology has for its chief aim the instruction of students in a sound knowledge of mental life. Trained in leading graduate schools, with varied experiences in teaching and research, the staff is well fitted to guide and direct students' work.

Psychology, like other sciences, depends upon laboratory equipment for the discovery and demonstration of phenomena, as well as for its techniques and methods, and the department is well equipped in that respect. Methods of mental, personality, and character measurements, as well as the results obtained by these measures, are emphasized. Unusual opportunities for the effective teaching of abnormal psychology are provided in the clinics presented at the Athens State Hospital, the Hospital for Epileptics at Gallipolis, and at state welfare institutions elsewhere. The animal laboratory, with its colony of white rats, chicks, and other animals, makes work in this division interesting. Other divisions are equally well adapted to meet the needs and interests of students.

Particular care has been taken to make and keep the library adequate in this field. Besides books covering all phases of psychology, the student will find the chief journals from our own and foreign countries. The publication of the *Journal of Applied Psychology* at Ohio University affords additional opportunity to keep in close touch with current developments in the field, throughout this and foreign countries.

Intimate contacts of students in psychology at Ohio University with like-minded students in other colleges and universities of this country are to be had through membership in the local chapter of Psi Chi, a national honorary society in psychology.

Training for teaching, personnel work, mental testing, business, psychiatric, and social work is emphasized. Some of the graduates from this department have completed further study and are now holding research and teaching positions in such institutions as the universities of Chicago, Minnesota, and California. Others are doing well in government work, and in business and industry.



## LIBRARY, AUDITORIUM, AND MUSEUM

Justifiably called "the heart of the university" is the library, designed not only to serve the reference needs of the students from all the various colleges, but to encourage among the students the fine art of browsing, a highly desirable part of an individual's education. To encourage this latter experience, open shelves in the large general reading room are filled with fiction and non-fiction that stimulate a desire to read for pleasure. Current publications also make the library a place for enjoyment of leisure time. The Edwin Watts Chubb Library, shown below, is a new structure erected at a cost \$350,000, commodious and modern in every way.

Its shelves contain more than one hundred thousand well selected volumes, together with a fine collection of bound periodicals, and United States documents fully catalogued for reference and research. There are large general, and reference reading rooms, study and seminar rooms, and a spacious periodical room containing current numbers of 420 general and technical periodicals. Prospective teachers will find the children's department helpful in its suggestions for school library needs, for in most attractive surroundings are found excellent books for juniors.

There is a well designed Art Exhibit Room, where exhibits of art objects are held frequently.

ALUMNI MEMORIAL AUDITORIUM also serves the University in its entirety. With a seating capacity of 2885, this building makes possible the presentation of concerts, lectures, and other entertainments to the entire university membership under the most desirable conditions. It is the largest and most attractive auditorium on any campus in Ohio. Its stage is fully equipped for theatrical productions.

THE MUSEUM of the University contains more than 75,000 specimens. There are Indian implements and utensils; primitive war materials; lighting devices from early ages. Animal exhibits include fine specimens of fishes, amphibians, reptiles, birds, and mammals. Many rocks, minerals, and fossils are on display. The various objects in the museum are of general interest and supplement study and research in various courses.



## ORGANIZATIONS--SOCIAL, HONOR, GENERAL

The general student center for men's activities is the Men's Union, the large brick structure shown below. Among other things, it contains spacious lounging, reading, and game rooms, as well as rooms used for receptions, dances, and other social purposes. In some measure corresponding to this is West Wing, which contains, in addition to offices of the Dean of Women, parlors used by the Women's League, Y.W.C.A., and other groups.

There are eleven social fraternities and eight sororities maintaining houses which serve as homes and as centers for their social activities.

Professional organizations include twenty-five departmental clubs and six local and seventeen national honor societies in special fields, most of which are discussed in connection with the departments to which they are related.

There are three outstanding national honor societies based on general scholastic attainments, five national and local honorary organizations, and nine general student organizations, listed below in the order named:

PHI BETA KAPPA  
(Liberal Arts)

KAPPA DELTA PI  
(Education)

PHI ETA SIGMA  
(Freshman Men)

TORCH  
(Senior Men)

CRESSET  
(Senior Women)

PHOENIX  
(Junior Women)

"J" CLUB  
(Junior Men)

BLUE KEY  
(Fraternity Men)

INTERFRATERNITY  
COUNCIL

LIBERAL CLUB

MEN'S UNION

WOMEN'S LEAGUE

WOMEN'S  
PAN-HELLENIC  
COUNCIL

Y.W.C.A.

AMERICAN STUDENT  
UNION



## COSTS, LIVING CONDITIONS, AND SELF HELP

Because living expenses vary in accordance with differences in standards of living, it is impossible to state definitely the cost of a year at Ohio University, but that cost is moderate compared with expenses at institutions of similar rank throughout the country. The registration fee for a year is \$90 for residents of Ohio and \$140 for residents of other states, except from states like New Jersey and New York, which do not maintain state universities similar in scope and standards to those of Ohio. Residents from such states pay \$190. The registration fee includes an activities fee which provides without additional charge a subscription to the university's twice-a-week newspaper, admission to football and baseball games, track contests, convocation lectures and concerts, and membership in the Men's Union or the Women's League. It also supports activities that provide, without admission, entertainment, such as musical concerts, debates, oratorical contests, and dramatic programs of the Fortnightly Playshop. All students each semester pay a library fee of \$1 and a health fee of \$2. Students in physical welfare pay a \$1 towel fee and in military science a \$3 equipment fee. Fees of from \$1 to \$4 are charged students taking laboratory courses, and a few courses require a breakage or a locker deposit. The University Catalog gives specific information concerning all such fees. Textbooks and supplies for a year will vary from \$20 to \$35, depending upon the courses taken and the availability of second-hand books.

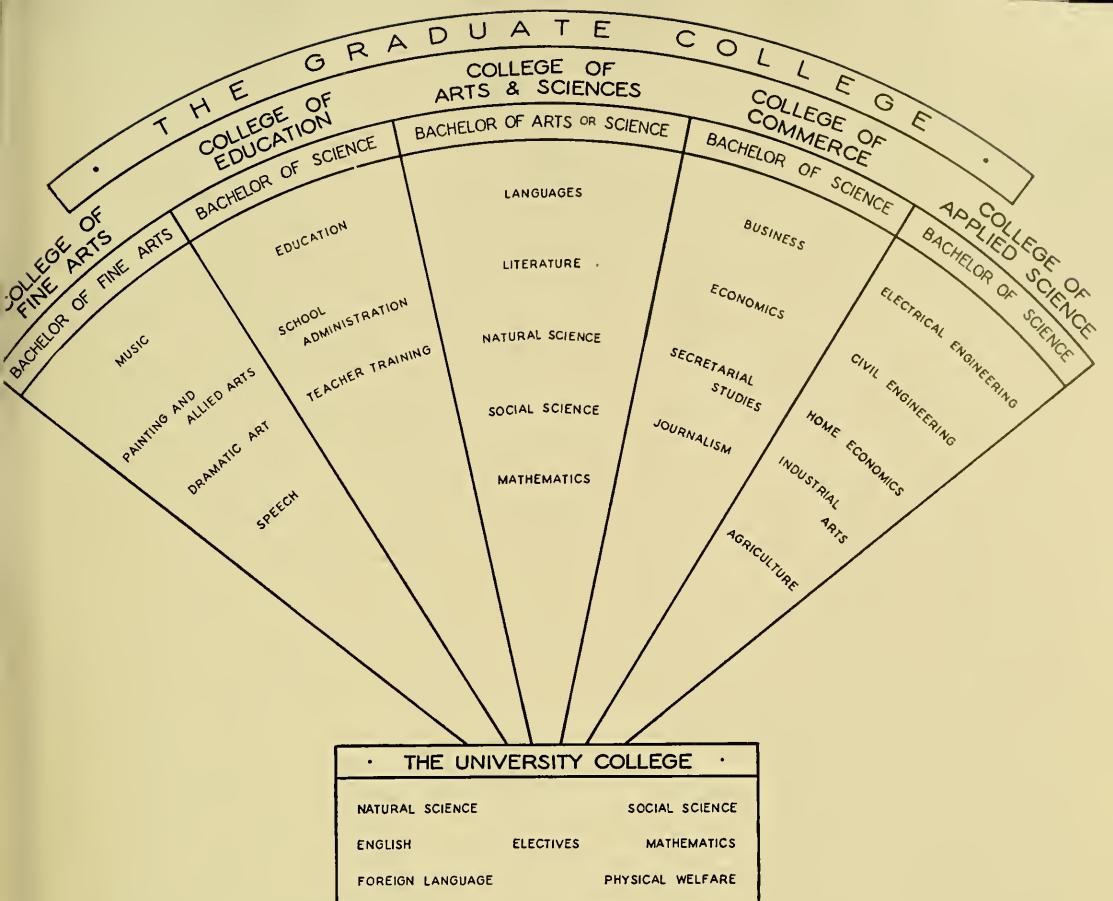
**ROOMS AND BOARD FOR MEN.** Two units of a men's dormitory now under construction will provide rooming accommodations for 88 men at \$2.50 a week, and board for a larger number at \$5 a week. The Men's Grill is maintained by the University to provide meals at low cost. Double rooms in private homes usually rent from \$1.50 to \$2.50 a week per person. Single rooms are somewhat higher. The University provides on a co-operative basis rooming facilities for 170 men and boarding for 250. Under this plan, room rent is \$54 a year, while board the first semester of 1936-1937 cost \$44. Men are selected on the basis of need and scholastic record. Application should be made at the office of the Dean of Men, where lists of desirable rooms for rent are also available.

**ROOMS AND BOARD FOR WOMEN.** Three attractive dormitories are maintained for women. In them double rooms rent for \$2.50 a week per person, single rooms for \$3.25. Upperclass women may room in approved private homes, but freshmen may do so only with special permission. Board in the dormitories is \$4.50 a week. Additional information may be had from the office of the Dean of Women.

**SELF HELP.** Approximately 500 young men at Ohio University last year earned part or all of their expenses in residence, as did about half as many women. Such students do not lose standing in any way with those who do not find self help necessary. While no guarantees are possible, every effort is made by the offices of the Dean of Men and the Dean of Women to aid those who need employment.

Scholarships in limited number are offered by the University to men and women students of high rank, while fellowships are available to graduate students.

The N. Y. A., financed by the federal government, has been an important source of aid to those who could not attend the University otherwise. Such students render some useful service in return.



## OHIO UNIVERSITY --- THE SEVEN COLLEGES

The diagram above shows the various colleges of the University and some measure of their relationship. The foundation is University College, designed to give academic orientation to all freshmen. While enrolled in this college students have the advantage of special counselors and sympathetic guidance before going on to the next three years, in the college of their choice. There are five undergraduate degree colleges. Students should normally complete their requirements for the degree in one of these within three years after the freshman year in University College.

The divisions of Physical Welfare and of Military Science and Tactics, and the Extension Division, since they serve all the colleges, are looked upon as separate units and are not included in the chart. The Graduate College, which crowns the structure, is open to students who have undergraduate degrees acquired at approved institutions of learning.

Each of the five undergraduate degree colleges has its own specific requirements looking toward the degree named on its leaf of the fan, and its own electives, in which the range of possibilities necessarily differs a great deal depending upon the requirements for the degree. The colleges themselves and the major divisions, schools, or departments set up in the colleges are in no sense mutually exclusive. Students in one college may take courses or pursue majors or minors in subjects in the other colleges, limited only by the specific requirements of the college in which they are registered.

